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OSEP Final Performance Report
CFDA # 84.323A
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Project Narrative - Optional attachment for additional Section A text

Title : Optional attachment for additional Section A text

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Grant Performance Report (ED 524B)
Project Status Chart

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective　　　　**[ ]** Check if this is a status update for the previous budget period.

OSEP Program Measure 1 – Evidence-based practices in professional development – Projects use evidence-based professional development practices to support the attainment of identified competencies

1.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development benchmarks of the RTI-Elementary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. – By the end of Year 5, the target is 90% RTI-Elementary Initiative – PD Rubric attached	**PROG**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			58 / 64	**90**		**55 /64**	**86**

1.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development benchmarks of the RTI-Secondary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. – By the end of Year 5, the target is 90% RTI-Secondary Initiative – PD Rubric attached	**PROG**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			58 / 64	**90**		**55 /64**	**86**

1.1c. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development benchmarks the MTSS SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. By the end of Year 5, the target is 90% MTSS Initiative – PD Rubric attached	**PROG**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			58 / 64	**90**		**49 / 64**	**77**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see attachments to this report for the Year 5 PD Rubric for RTI-Elementary, RTI –Secondary, and MTSS initiatives

OSEP Program Measure 1 – Evidence-based practices in professional development – Projects use evidence-based professional development practices to support the attainment of identified competencies

Overview –

The Montana OPI SPDG funds were used to implement 6 initiatives. We selected 3 initiatives to report for Program Measure1; The RTI-Elementary, RTI-Secondary, and MTSS Initiatives, which are programs that dynamically developed over the five year grant period. The remaining 3 initiatives were exploratory in nature, each of which informed Montana's practice and program planning for the future in the areas of low incidence disabilities and pre-K tiered services.

Each of the 3 Initiatives developed a Professional Development (PD) implementation plan using the specific guidelines provided by OSEP. Montana used the Evaluation Rubric provided by OSEP to follow the extent of implementation of the PD plan for the 3 initiatives over the 5 year period. The PD Rubric/Plan consists of 5 domains: (A) Selection, (B) Training, (C) Coaching, (D) Performance Based Assessment and (E) Facilitative Administrative Support/Systems Intervention. In year 5, the PD Rubric eliminated one component, A(3) Selection, criteria from the previous years so that in the 5th year there were a total of 16 PD Components in 5 domains which were evaluated at the end of Year 5. The evaluation of extent of implementation for each of the 16 PD components used a rating system to determine a score for each. The rating point system was: 1=Inadequate, 2=Barely Adequate, 3=Good, 4=Exemplary. Since there were a total of 16 components and a maximum score of 4 for each component, the base rate of 64 (4 x 16) was used to calculate a percentage that represents the overall extent to which the 16 PD were developed. These percentages are compared to goals that were set by the OPI during Year 2 and revised in Year 3. Although the base rate for prior years was 68 (17x4), the percentages derived by score/base rate may be used for comparison across years.

The table below provides a summary of PD Rubric scores for Years 2, 3, 4, and 5 to illustrate progress across time. Target goals were adjusted due to financial constraints in Year 3, thus allowing us greater focus on improving the training goals in targeted areas. To address these issues, we developed webinar trainings for PD and will continue these as part of our ongoing PD plan. The revised targets are presented at the bottom of the table below.

Although by Year 4 all three initiatives made gains towards the Year 5 goal of 90%, none of the three initiatives achieved this goal, although RTI Elementary and Secondary were rated at 86%. The target goals were set at ambitious levels and were especially ambitious at 90% given MTSS was novel at the inception of the grant period. An area of weakness, especially for the MTSS Initiative, was in the development of coaching. Both Coaching components are currently being addressed with the award of SPDG Grant Funding 2015-2020 as the new grant focuses on the development, implementation and monitoring of a MTSS Coaching Model.

Program Development Components of Initiatives – Year 5

Each Item is rated on a scale of 1 (lowest), 2, 3, 4 (highest)   **Note**: PD Rubrics and supplements to each rubric are attached to this report for each initiative.

Item	DOMAINS	RTI - Elementary				RTI Secondary				MTSS			
		Year 2	Year 3	Year 4	Year 5	Year 2	Year 3	Year 4	Year 5	Year 2	Year 3	Year 4	Year 5
A (1)	Selection	4	4	4	4	4	4	4	4	3	3	3	4
A (2)		3	3	3	4	3	3	3	4	2	3	4	3
A (3)		4	4	4	-	4	4	4	-	1	2	4	-
B (1)	Training	2	2	3	3	2	3	3	3	3	3	3	4
B (2)		3	3	3	4	3	3	3	4	3	3	3	1
B (3)		3	3	4	4	3	3	4	4	2	3	3	3
B (4)		3	3	4	4	3	3	4	4	2	2	4	3
B (5)		2	2	3	3	2	3	3	3	3	4	3	2
C (1)	Coaching	3	3	3	2	3	3	3	2	1	1	2	1
C (2)		4	4	4	4	4	4	4	4	1	1	1	1
D (1)	Performance Assessment	3	3	3	4	3	3	3	4	2	3	3	4
D (2)		3	3	3	3	3	3	3	3	3	3	4	4
D (3)		4	4	4	4	4	4	4	4	3	3	2	4
D (4)		3	3	4	4	3	3	4	4	3	3	3	4
D (5)		3	3	3	3	3	3	3	3	3	3	3	4
E (1)	Administrative Support	3	3	3	3	3	3	3	3	3	3	3	4
E (2)		3	3	3	2	3	3	3	2	3	3	3	3

Total points	53	53	58	55	53	55	58	55	41	46	51	49
Percentage fully implemented	78%	78%	85%	86%	78%	81%	85%	86%	60%	68%	75%	77%
Revised Targets Year 3		81%		Target		81%		Target		72%		Target
Revised Targets Year 4		85%	MET	= 90%		85%	MET	= 90%		80%	-5%	= 90%
Revised Targets Year 5 = 90%				-4%				-4%				-13%

GRPA Program Measure 1.1a – RTI-Elementary: **"The percentage of professional development benchmarks of the RTI-Elementary SPDG-funded Initiative meets for use of evidence-based professional development practices in Years two to five. – By the end of Year 5, the target is 90%."**
Target = 58, or 90%
Actual = 55, or 86%
Numerator = component implementation scores (55); divided by total possible points (64)

The actual implementation score of 55, or 86%, approached the goal of 90%. The RTI-Elementary initiative has been high successful in Montana and the specific elements outlined by OSEP were achieved for the most part. The RTI-Elementary Initiative is the original tiered services (academic) effort by the state, which has been in operation since 2006 when it first was a pilot program for 4 Montana schools. The weakest area of development was in coaching, but primarily the documentation of specific coaching services and the measurement of coaching fidelity and effectiveness. The development of a coaching model is underway in Montana and will be the focus of a newly awarded SPDG grant 2015-2020 for Multiple Tiers of Student Support (MTSS), a framework that will incorporate RTI. Notable progress was made during this 5 year period; skills training was manualized for consistency across the state, a state coordinator was employed through year 3 to guide Regional Consultants, who trained school teams. During year 3, funding was reduced dramatically and the state coordinator left the employ of OPI. The State SPDG Director and SPDG Coordinator assumed responsibility for coordinating training and follow-up with Regional Consultants. Further, the decision was made to utilize distance learning media for training purposes in an effort to reduce costs. Although coaching was trained and used by Regional Consultants and local Facilitators, no designation of a specific lead person for coaching was made; rather coaching was subsumed in training overall. The RTI-Elementary initiative has been high successful in Montana. Many more schools have implemented academic tiered services than are reported as part of those supported by SPDG funding. The State of Montana OPI made the decision during Year 5 to move away from separate initiatives (RTI and MBI/PBIS) and instead, to braid these specific tiered services under the umbrella of Multiple Tiers of Student Support MTSS. The framework, training, and manualized procedures accomplished with SPDG funds in the RTI-Elementary initiative will be incorporated in the overall Montana MTSS Model.

GRPA Program Measure 1.1 b – RTI-Secondary: "**The percentage of professional development benchmarks of the RTI-Secondary SPDG-funded Initiative meets for use of evidence-based professional development practices in Years two to five. – By the end of Year 5, the target is 90%."**
Target = 58, or 90%
Actual = 55, or 86%
Numerator = component implementation scores (55); divided by total possible points (64)

The actual implementation score of 55, or 86%, approached the goal of 90%. The RTI-Secondary Initiative was highly successful in Montana and the specific elements outlined by OSEP were achieved for the most part. That success has motivated other secondary schools to seek training and implementation of tiered academic supports. The weakest area of development was in coaching, but primarily the documentation of specific coaching services and the measurement of coaching fidelity and effectiveness. The development of a coaching model is underway in Montana and will be the focus of a newly awarded SPDG grant 2015-2020 for Multiple Tiers of Student Support (MTSS), a framework that will incorporate RTI. See RTi-Elementary discussion above, which applies to RTI-Secondary as well. A specific achievement unique to RTI-Secondary during this period was the development of a flexible model of tiered services that enabled secondary schools to target a specific need for improvement that was either an academic area (e.g. remedial math or reading) or, academic behaviors (e.g. homework completion, attendance)

GRPA Program Measure 1.1 c – Multiple Tiered Support of Students (MTSS): **"The percentage of professional development benchmarks the MTSS SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. By the end of Year 5, the target is 90%."**

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Target = 58, or 90%
Actual = 49, or 77%
Numerator = component implementation scores (49); divided by total possible points (64)

The target goal of 90% was set at an ambitious level especially given MTSS was novel at the inception of the grant period. However, as shown in the rubric, the area that needed more development was for C(1) Coaching. The expected performance for the Coaching component were (a) accountability for the development and monitoring of the quality and timeliness of SPDG coaching services and (b) coaches using multiple sources of information to provide assistive feedback to those being coached and provide appropriate instruction or modeling. The SPDG grant engaged a nationally known trainer in Coaching, Ms. Lori Newcomer, who trained the MTSS Consultants in best practices in coaching. MTSS Consultants utilized these skills in conjunction with their in depth knowledge and experience of tiered services to coach school-based MTSS Facilitators. Facilitators were well-supported by MTSS Consultants through training and follow-up sessions on site. The fundamental reason the scores on the two Coaching components were scored as "1" was that the specific elements required were not developed, in spite of the fact that MTSS Consultants were using appropriate skills. Development and implementation of a Montana MTSS Coaching Model is the focus of the award of SPDG Grant Funding 2015-2020. The MTSS Leadership will also develop systems to document and monitor coaching.

OSEP Program Measure 1: Accomplishments, Sustainability, and Summary

One of the most impressive accomplishments of the three initiatives was the development and manualization of best practice professional development and skills training that emerged as onsite trainings but later moved to a distance learning modality with consultant and facilitator follow-up trainings. Secondly, specific agreements with schools to engage in training that outlined expectations for participation, data collection and effort were employed that kept schools on track with training and implementation. The OPI employed designated state leaders/coordinators for the two RTI Initiatives and the MTSS Initiative to maintain a focus on follow-up training activities to support schools. The success of RTI and MTSS schools resulted in many schools seeking training in tiered services. The manualization of skills training and the development of a cadre of Consultants and Facilitators across the state led us to believe that tiered services is both attainable and sustainable throughout the state. The Professional Development Rubric offered the OPI SPDG Leadership a roadmap to successful training, implementation of important initiatives, and sustainability within schools because of administrative supports. The many supporting documents to the rubrics demonstrate the development overtime of best practices in professional development. At one point, we sought out clarification from our OSEP project director about specific expectations for each component. This was helpful in guiding our work in Years 4 and 5. The biggest challenge has been the development and implementation of a coaching model that better supports onsite educators and ensures sustainability. The OPI continues work on Professional Development training, focusing on a coaching model for tiered services, as well as developing training models for remote, rural schools as well as district-wide professional development in tiered services.

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Grant Performance Report (ED 524B)
Project Status Chart

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

OSEP Measure 2 – Implementation Improvement: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

2.a. Performance Measure	Measure Type	Quantitative Data					
The RTI – Elementary School Initiative will increase fidelity of RTI implementation at the elementary level by 15 % per year after a baseline is established. The 5th year goal is 90%.	**PROG**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			46 /51	**90**		**37 /51**	**73**

2.b. Performance Measure	Measure Type	Quantitative Data					
The RTI – Secondary School Initiative will increase fidelity of RTI implementation at the secondary level by 10 % per year after a baseline is established. Years 3, 4, and 5 of will report a 10% increase for each year. The 5th year goal is 80%.	**PROG**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			18 /23	**80**		**14/23**	**61**

2.c. Performance Measure	Measure Type	Quantitative Data					
The RTI – Pre-School Initiative preschool pilot sites will increase fidelity of implementation by one level per year after a baseline is established. Year 3 will report the aggregated baseline of pilot sites, years 4 and 5 will report a15% increase in fidelity each year, as measured by the BOQ. The 5th year goal is 95%	**PROG**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			89 /94	**95**		**87 /94**	**93**

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2.d. Performance Measure	Measure Type	Quantitative Data					
The MTSS Initiative will increase the level of implementation of systems at MTSS pilot schools (Cohort 1 n=6) as measured by the Individual Student Systems Evaluation Tool (ISSET) each year. The 5th year goal is 100% of Cohort I MTSS schools will meet the criterion of 90% implementation with fidelity at Tier 1.	PROG	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4/4	100		4 /4	100

Explanation of Progress (Include Qualitative Data and Data Collection Information

OSEP Program Measure 2 - Implementation Improvement: Participants in SPDG professional development demonstrate improvement in implementation of SPDG- supported practices over time
Overview
The Montana OPI SPDG measured model implementation improvement using different fidelity measures that were developed or adopted by initiatives over the term of the 5-year grant period. These are described by the following narrative. It should be noted that the RTI Initiatives, Elementary and Secondary, did not train the same schools over the 5 year period so that this measure for fidelity of the schools in the present period is not accurate in respect to how many actually did implement and sustain with fidelity by the end of year 5. Alternatively, the RTI Pre-K Initiative and the MTSS Initiative worked with the same schools over the five year period.

RTI Initiatives: The Response-to-Intervention (RTI) Elementary and Secondary developed a fidelity measure based upon the work of the Montana OPI Pilot Project outcomes; The RTI Implementation Survey. The survey evaluates implementation in the 8 Essential Components of RTI in Montana and outcomes of the yearly survey informed school teams and their RTI Coordinator about extent of implementation for a school and also guided action plans for the next year. The survey is scored by adding total points earned for evidence of component implementation. There were 5 categories into which schools could score that was indicative of a school's current implementation status: Exploring A, Exploring B, Implementing A, Implementing B, and Sustaining. Schools attaining the Sustaining status were deemed as achieving full implementation with evidence of fidelity to the process.

RTI implementation fidelity training and evaluation procedures:
The RTI Coordinators were trained with manualized materials about the 8 Essential Components of RTI by the RTI State Coordinator. They received follow-up and booster trainings each year in July to review the 8 essential components, how to evaluate markers (evidence) of implementation at the school level, and how to enter fidelity points on the RTI Survey website. To ensure absolute fidelity to the RTI 8 Essential Components, the RTI State Coordinator checked for understanding during the trainings and RTI Coordinators worked in dyads to explain the implementation process to each other. The outcome of the training is that RTI Coordinators could describe and explain the 8 Essential Components, markers for each component, and how to complete the RTI Implementation Survey. Each RTI Coordinator was prepared to provide school level training on the 8 Essential Components, how to support implementation, and how to evaluate a school for implementation fidelity once per year.

The RTI Coordinator responsible for each school trained, supported implementation, and then observed fidelity of implementation of the 8 Essential Components of RTI. In the spring of each year, the RTI Coordinator evaluated implementation fidelity as the external observer, entered implementation data via the online RTI Implementation Survey and then worked with the school RTI Team to review the evaluation and make "next steps" action plans for improvement on implementation towards the goal of full and sustained implementation.

MTSS Preschool Initiative: The MTSS-Pre-School initiative is used the Benchmarks of Quality (BOQ) evaluation tool to evaluate extent of implementation at their six pre-school pilot sites. The BOQ is an evaluation tool developed by the Positive Behavioral and Intervention Supports (PBIS) organization and is available online by application and fees. The MTSS-Preschool Coordinator was trained by PBIS to recognize (through explicit description) the components of the BOQ and then to evaluate preschool sites for fidelity to the components.

MTSS K-8 Initiative: The Multi-Tiered System of Supports (MTSS) initiative used the Individual Student Systems of Support Tool (ISSET), available by paid subscription (SPDG funds) through PBIS.org. The ISSET was administered by the MTSS Consultants and the MTSS Project Leader as an external review that documents the fidelity of implementation of tiered systems. Each MTSS Consultant was trained to criterion by the Project Leader on their working knowledge of tiered systems components. The Consultants were responsible for training follow-ups and visits with schools where they worked with the onsite MTSS Facilitator to implement braided academic and behavioral tiered systems according to the MTSS Implementation Checklist.

The ISSET was used to evaluate specific and multiple permanent product evidence of implementation at each of the tiers. Each component was evaluated and scored using a point system that yielded a percentage of implementation. The percent of implementation with fidelity across each tier, and for the whole system was calculated to evaluate the extent to which tiered systems are fully implemented with fidelity. This information was used by the MTSS Facilitator and School Teams to determine "next steps" action plans for implementation and improvement to existing components that were identified via the ISSET. The "next steps" action plan was reviewed by the MTSS Consultant and Project Leader to plan training and follow-up with the school in the next year with the goal of full implementation by the end of Year 5. The components for which schools were evaluated are: Tier 1 – Foundations; Commitment, Team-based Planning, Student Identification, and Evaluation and Monitoring, Tier 2 – Strategic Supports; Implementation and Evaluation and Monitoring, Tier 3 – Intensive Supports; Assessment, Implementation, and Evaluation and Monitoring.

GRPA Measure 2.a – RTI-Elementary – "The RTI – Elementary School Initiative will increase fidelity of RTI implementation at the elementary level by 15 % per year after a baseline is established. The 5th year goal is 90%."
Target = 90%
Actual = 73%
Numerator/Denominator – number of schools reaching implementing or sustaining levels of implementation with fidelity; divided by total number of schools in training Year 5.

The actual outcome of 73% is misleading and underrepresents this initiative's outcome; we did not have a fixed sample of schools that participated across the five years, as is explained below. Fidelity of implementation, defined as those RTI-Elementary schools that have attained Implementing or Sustaining status and measured by the RTI Implementation Survey, has continued to increase across the grant years. As explained in our report last year, the number of schools participating has decreased due to budgetary constraints so that by the end of Year 5, there were a total of 57 schools that were trained as compared to the 129 in the second year of the grant. Additionally, some of the baseline schools are no longer in the project or tracked. This year 57 elementary schools participated, with 74% attaining Implementing or Sustaining levels by the end of the period. Although the number of schools who are deemed as sustaining in year 5 are the same number as in year 4, many are different schools than prior years. For example, of the 10 schools deemed as "sustaining" in Year 4, only 2 of those schools remained in our count for Year 5; 8 schools that were already sustained were not included in the Year 5 count of 10 Sustaining schools.

Therefore, in order to stabilize the "sample" we are using a base rate of 51 which represents 51 schools that were in RTI-Elementary training in Years 3, 4 and 5. Of the 51 schools, 37 of the schools were either deemed as implementing or sustaining RTI with fidelity at the end of year 5, or 72.6%. This is what is reported as our outcome, although it truly does not represent the true success of this initiative. As noted above, at least 12 schools that achieved "sustaining with fidelity" status dropped out of the training between years 3 and 5 and are not included in the final count. These schools continue to function at sustaining levels of the RTI process.

We also looked at the number of schools that either maintained the same status or increased levels of implementation between years 3 and 5. Of the 51 schools who participated in all three years, 43 schools either sustained the same level or increased in level of implementation, or 84.3%   Again, this is a better measure of success and a direct reflection of ongoing training and technical assistance.

Nonetheless, the two tables below display data for Year 5 as we have reported in previous years. The first table below details schools by professional development regions, with a state total on the last line. The second table summarizes percentages across Years 2, 3, 4 and 5. You will note that schools qualifying as implementing or sustaining with fidelity increased from 48.8% in Year 2 to 73.7% in Year 5. Again, these are not the same schools across years, but a good indicator of the success of the RTI-Elementary training initiative.

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Year 5
RTI Elementary – Implementation Levels Year 2, Year 3, Year 4, and Year 5 comparison by Region

Region and Year	Year	# Schools RTI – Elem Training	Exploring A	Exploring B	Implementing A	Implementing B	Sustaining
Region 1	Year 2	12	4	3	4	1	0
	Year 3	12	2	3	1	5	1
	Year 4	9	0	0	3	2	2
	Year 5	6	0	1	2	0	3
Region 2	Year 2	18	8	1	3	5	1
	Year 3	18	1	5	6	6	0
	Year 4	17	1	5	6	5	0
	Year 5	12	0	3	1	6	2
Region 3	Year 2	31	11	6	9	4	1
	Year 3	33	6	5	9	10	3
	Year 4	26	5	6	3	10	2
	Year 5	13	1	3	3	3	3
Region 4	Year 2	35	3	13	12	6	1
	Year 3	24	1	4	8	10	1
	Year 4	16	0	2	2	9	2
	Year 5	7	1	0	3	3	0
Region 5	Year 2	33	9	8	9	7	0
	Year 3	32	8	7	6	11	0
	Year 4	31	7	7	7	8	3
	Year 5	19	1	5	8	3	2
State Totals	Year 2	129	35	31	37	23	3
	Year 3	119	18	24	30	42	5
	Year 4	98	13	20	21	35	10
	Year 5	57	3	12	17	15	10

Calculation for Percent of Fidelity of Implementation – Implementing/Sustaining

	% IMPLEMENTING	# Schls Participating	Total # Imp/Sus	Imp A	Imp B	Sustain
Year 2 (4/1/2011 - 3/31/2012)	48.8%	129	63	37	23	3
Year 3 (4/1/2012 – 3/31/2013)	64.7%	119	77	30	42	5
Year 4 (4/1/2013 – 3/31/2014)	66.7%	98	66	21	35	10
Year 5 (4/1/2014 – 3/31/2015)	73.7%	57	42	17	15	10

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GRPA Measure 2.b – RTI-Secondary – **"The RTI – Secondary School Initiative will increase fidelity of RTI implementation at the secondary level by 10 % per year after a baseline is established. Years 3, 4, and 5 of will report a 10% increase for each year. The 5th year goal is 80%."**
Target = 80%
Actual = 61%
Numerator/Denominator – number of schools reaching implementing or sustaining levels of implementation with fidelity; divided by total number of schools in training Year 5.

The actual outcome of 61% is misleading and underrepresents this initiative's outcome; we did not have a fixed sample of schools that participated across the five years. The same schools did not participate all 5 years; some schools attained sustaining levels and left the initiative, others explored or got to implementing levels but left for other reasons. The data for secondary level schools receiving SPDG funded support for implementation were attained and calculated in the same manner as RTI-Elementary (2.a above). As in Years 3 and 4, more schools applied to be admitted but because of budget decreases and our desire to maintain quality resources, the number of schools in Year 5 decreased to 23 from 46 in Year 3 and 34 in Year 4. However, by the end of Year 5, 60.9% of RTI-Secondary schools were implementing with 100% fidelity at various stages of the process. This was calculated by dividing the number of implementing schools by total schools participating during Year 5 (14/23=60.9%). The two secondary schools that were at sustaining status at the end of Year 4, dropped out of training and/or TA activities and are not included in Year 5 data, but continue to operate academics using the RTI process with 100% fidelity.

Importantly, the percentage of schools implementing or sustaining at 100% fidelity has continually increased from Year 2 through Year 5; only 21.7% reached implementing status in Year 2 and by Year 5, this increased to 60.9%. Although this does not reach to 80% target for Year 5, the increase across years speaks to the quality of training and follow-up activities provided by RTI Consultants and Trainers.

The major reason why the target of 80% was not met is that this was not a fixed sample of schools that participated across the 5 years; schools entered and exited training across the years. Therefore, the end goal was a "moving target" because of the unstable sample. The evaluator does not have data available to devise a "fixed sample" over the last 3 years as was done for the RTI-Elementary analysis. Therefore, data is provided below as in previous years.

The first table below details schools by professional development regions, with a state total on the last line. The second table summarizes percentages across Years 2, 3, 4 and 5, which is highlighted in gray.

YEAR 5
RTI Secondary – Implementation Levels Year 2, Year 3, Year 4, and Year 5 comparison by Region

Region and Year	Year	# Schools RTI – MS/HS Training	Exploring A	Exploring B	Implementing A	Implementing B	Sustaining
Region 1	Year 2	7	7	0	0	0	0
	Year 3	9	6	0	0	3	0
	Year 4	3	1	1	0	1	0
	Year 5	4	3	0	0	1	0
Region 2	Year 2	9	5	3	0	1	0
	Year 3	5	3	1	1	0	0
	Year 4	2	2	0	0	0	0
	Year 5	2	1	0	1	0	0
Region 3	Year 2	12	7	3	0	2	0
	Year 3	8	1	4	0	3	0
	Year 4	7	2	0	1	3	1
	Year 5	7	1	2	2	2	0

Region 4	Year 2	**15**	**5**	**4**	**4**	**2**	**0**
	Year 3	**12**	**4**	**2**	**3**	**3**	**0**
	Year 4	**9**	**2**	**3**	**0**	**4**	**0**
	Year 5	**4**	**0**	**1**	**2**	**1**	**0**
Region 5	Year 2	**17**	**11**	**2**	**2**	**2**	**0**
	Year 3	**12**	**5**	**3**	**3**	**1**	**0**
	Year 4	**13**	**4**	**6**	**1**	**1**	**1**
	Year 5	**6**	**1**	**0**	**1**	**4**	**0**
State Totals	Year 2	**60**	**35**	**12**	**6**	**7**	**0**
	Year 3	**46**	**19**	**10**	**7**	**10**	**0**
	Year 4	**34**	**11**	**10**	**2**	**9**	**3**
	Year 5	**23**	**6**	**3**	**6**	**8**	**0**

RTI-Secondary Calculation for Percent of Implementation – Implementing/Sustaining

	% IMPLEMENTING	**# Schls Participating**	**Total # Imp/Sus**	**Imp A**	**Imp B**	**Sustain**
Year 2 (4/1/2011 - 3/31/2012)	**21.7%**	**60**	**13**	**6**	**7**	**0**
Year 3 (4/1/2012 – 3/31/2013)	**36.9%**	**46**	**17**	**7**	**10**	**0**
Year 4 (4/1/2013 – 3/31/2014)	**38.2%**	**34**	**13**	**2**	**9**	**2**
Year 5 (4/1/2014 – 3/31/2015)	**60.9%**	**23**	**14**	**6**	**8**	**0**

GRPA Measure 2.1.c – MTSS-Preschool – "The RTI – Pre-School Initiative preschool pilot sites will increase fidelity of implementation by one level per year after a baseline is established. Year 3 will report the aggregated baseline of pilot sites, years 4 and 5 will report a15% increase in fidelity each year, as measured by the BOQ. The 5th year goal is 95%."

Target = 95%
Actual = 93%
Numerator/Denominator –Grand mean across MTSS Pre-K Schools on BOQ assessment (87); divided by total score points (94).

The RTI-Preschool initiative was successfully designed and implemented over the 5 year term of the grant. Year 5 scores on the BOQ demonstrate dramatic increases in percentage of component implementation with fidelity. It should be noted that Ravalli HS did not participate in Year 5 and Small Wonder used a revised BOQ that could not be used for purposes of Year 5 evaluation. The remaining 4 preschools participated for all 5 years of the grant period.

The table below displays the implementation scores for each of 9 implementation domains for Year 5 as compared to Year 4. A Grand Mean percent of implementation was derived by the following procedure. An average domain score was calculated by adding the obtained scores for each site in a domain and dividing by the number of sites evaluated. The percentage of implementation for the domain was calculated by dividing the average domain score by the total possible points for that domain (example, Family Involvement obtained score was 7.25 and the total possible is 8 points, therefore the percent is 7.25 divided by 8.0 = 90.6%). Finally, a grand mean was calculated by adding the 9 domain obtained mean scores (87.25) and dividing by the 9 domain total points possible (94), or 87.25 divided by 94 equals 92.8% grand mean. Results of Year 5 demonstrate continued improvement in fidelity of implementation from 65% in Year 3, 77% in Year 4 to 92.8% in Year 5, the final year. We barely missed our final goal 95%, and made dramatic increases in fidelity of implementation over the last 3 years. Importantly, program wide expectations and procedures responding to challenging behaviors were scored at 100% fidelity of implementation. The component "monitoring implementation outcomes" had the lowest percent implementation this year at 81.3%, but is consistent as the lowest component in previous years. Data collection at the site level continues to be a challenge.

Spring 2015 BOQ-PS MTSS-Pre-K Early Childhood Pilot Sites Benchmarks of Quality – Pre School (BOQ-PS) – 9 Domains

Pilot Program	Domain 1 Establish Leadership Team (12 pts)	Domain 2 Staff Buy In (4 pts)	Domain 3 Family Involvement (8 pts)	Domain 4 Program Wide Expectations (12 pts)	Domain 5 Strategies for teaching and acknowledging the program wide expectations (6 pts)	Domain 6 All classrooms demonstrate implementation of the pyramid model (12 pts)	Domain 7 Procedures response to challenging behaviors (12 pts)	Domain 8 Professional Development and Staff Support Plan (16 pts)	Domain 9 Monitoring Implementation Outcomes (12 pts)
CSKT-ECS	10	3	6	12	6	12	12	15	6
Ravalli HS	-	-	-	-	-	-	-	-	-
Kootenai HS	12	4	8	12	5	12	12	15	10
*Small Wonder	-	-	-	-	-	-	-	-	-
Great Falls	12	5	7	12	5	12	12	15	10
Co-Teach	11	4	8	12	6	12	12	16	12
MTSS PRE-K AVERAGE:	**11.25**	**3.5**	**7.25**	**12.0**	**5.75**	**11.25**	**12.0**	**14.5**	**9.75**
Year 5 Percent Pts	**93.8%**	**87.5%**	**90.6%**	**100%**	**95.8%**	**93.8%**	**100%**	**90.6%**	**81.3%**
Year 5 Grand % Mean	**92.6%**								
Year 4 Percent Pts	**75%**	**79%**	**69%**	**89%**	**85%**	**93%**	**76%**	**67%**	**57%**
Year 4 Grand Mean	**76.7%**								

*Used Revised BOQ to evaluate

The graph below displays the dramatic gains in fidelity of implementation for the 9 Domains of the BOQ from 2012 through 2015

Pre K-MTSS Comparison of 9 Domains – Fidelity of Implementation from 2012 through 2015

ED 524B
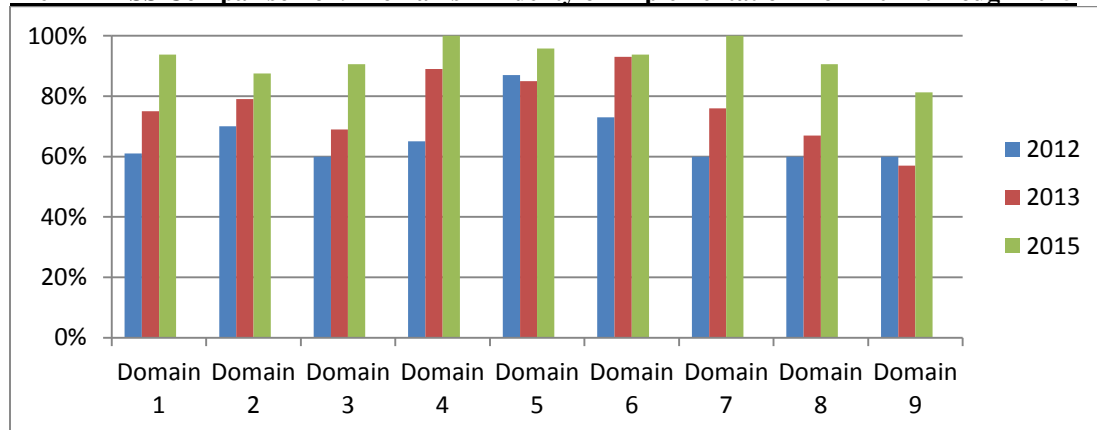
OSEP Measure 2.1.d – Multi Tiered Systems of Support (MTSS) - "The MTSS Initiative will increase the level of implementation of systems at MTSS pilot schools (Cohort 1 n=6) as measured by the Individual Student Systems Evaluation Tool (ISSET) each year.   The 5th year goal is 100% of Cohort I MTSS schools will meet the criterion of 90% implementation with fidelity at Tier 1."

Target = 90%
Actual = 100%
Numerator/Denominator – Number of Cohort 1 MTSS Schools reaching 90% implementation with fidelity criterion; divided by total MTSS Schools (Year 5).

The results for Year 5 are provided in the table below. It should be noted that of the 6 original schools in Cohort 1, we are reporting for 4 schools. As explained in the Year 4 report, West Elementary left the initiative due to district request. East Valley Middle School did not use the evaluation and withdrew from the initiative during Year 5.

The goal of 100% of MTSS Schools in Cohort 1 would meet the criterion of 90% implementation with fidelity at Tier 1 was met as all four schools reached or exceeded the criterion on 90% implementation fidelity. It should be noted that the MTSS Project % (an average of the individual school scores) also exceeded the 90% criterion, at 96% by the end of Year 5. However, because of the way the goal is written, that is, the number of schools meeting criterion, the overall achievement of the MTSS training and mentoring is not highlighted.

The table also provides a comparison across three years of the grant to show the improvements across the grant years. The four schools that helped develop the Montana MTSS Model worked with great effort to build the infrastructure in their buildings to provide tiered supports for all students. The focus of this performance measure is the foundational level, tier 1. Using the 4 schools as the static sample, the mean implementation level at tier 1 from Year 3 (78.5%) grew to 95.8% in Year 5. This was accomplished through the commitment and effort of the school teams and staff with the support of their administrators. With the supports provided through follow-up activities of the SPDG grant MTSS Trainers, these schools continued to hone their foundation for all kids (tier 1) while simultaneously building and improving tier 2 and tier 3 supports.

Fidelity of implementation progress over the past 3 years can be seen in the graph below the table.

**COHORT 1 - MTSS Implementation – Behavioral Tier Systems -Year 5 –Compared to Years 3 and 4**
External Evaluation (ISSET)

MTSS School	Tier 1 %			Tier 2 %			Tier 3 %		
	Year 5	Year 4	Year 3	**Year 5**	Year 4	Year 3	**Year 5**	Year 4	Year 3
Broadwater Elementary	**98**	87.5	72	**88**	**94**	62	**83**	53	42
Chief Joseph Mid Sch	**95**	70	80	**88**	43.8	44	**67**	33.3	47
East Valley Middle Sch	**NR**	64	58	**NR**	50	19	**NR**	0	31
Paxson Elementary	**100**	92.5	85	**75**	75	87	**78**	55	58
Stevensville Elementary	**90**	94	77	**69**	50	12	**53**	73	41
West Elementary	**NA**	NA	95	**NA**	NA	94	**NA**	NA	55
MTSS Project %	**95.8%**	81.6%	77.8%	**80%**	62.6%	53.0%	**70.3%**	42.9%	45.7%
% of Schools Implemented to Criterion*	**100%**	40%	17%	**50%**	20%	33%	**25%**	0%	0%

NR = not reported; NA = West dropped out of initiative end year 3

*The criteria set in this Program Performance Goal for full implementation of MTSS is for Tier 1 – 90% ; the MTSS Initiative has set criterion for Tiers 2 and 3 – 80% (See Project Performance Goals 2.1.b, c, and d)

MTSS Schools Year 3, 4 and 5 – ISSET – Tier 1 Implementation with Fidelity
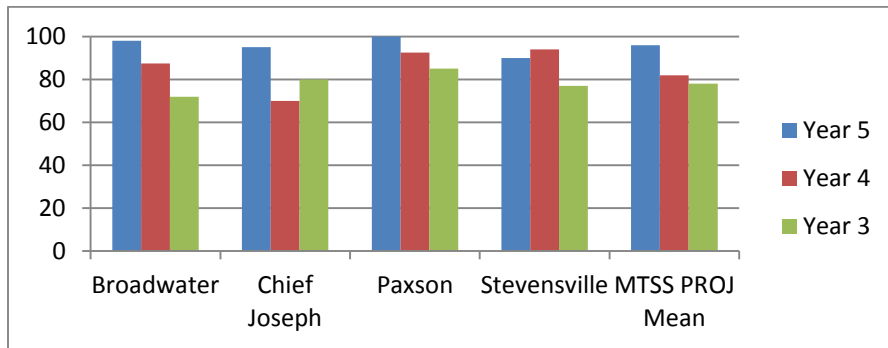
OSEP Program Measure 2: Accomplishments, Sustainability, and Summary

The plethora of accomplishments across the four initiatives make it difficult to summarize. The following provides a summary and a list of some of the major accomplishments. The two RTI and two MTSS Initiatives all demonstrated improvement of implementation of SPDG-supported practices, best practices in their respective initiatives, over the term of the 5 year grant.

The RTI-Elementary Initiative was an ongoing process begun with a pilot project in Montana in 2006; the model for Montana followed the same recommended best practice model by the National Center on RTI. At the beginning of this grant, the RTI-Secondary Initiative began as an outshoot from the RTI Project that included both elementary and secondary. Both initiatives, but especially the RTI-Secondary Initiative, utilized SPDG funds and guidelines to develop training materials, systems performance based assessment, coaching models and so forth. Some of the major accomplishments include the creation of: (a) manualized trainings, resources, and training materials available statewide (see OPI website http://opi.mt.gov/Programs/SchoolPrograms/RTI/, (b) the RTI Implementation Rubric and Survey for evaluating fidelity of implementation and "leveling" (see explanation of leveling at: http://opi.mt.gov/Programs/SchoolPrograms/Rti/GetStarted.html), (c) blended model of webinar training with face-to-face trainings and technical assistance, (d) a recognition award for those schools attaining "Sustaining" level with stipends awarded for development of individualized training a their school site and, (d) hosting a Sustaining Schools Summit to showcase their progress. These accomplishments promote sustainability of the RTI framework in the schools by providing materials and measurement to attain sustaining status and rewarding that status.

The two MTSS Initiatives, Pre-K MTSS and K-12 MTSS were both novel initiatives so the progress made over the 5 year term of the SPDG funding was phenomenal, given they began at square one. The concept of braided systems, combining tiered student supports for academics, social/behavioral, and mental health was new to the preschool and only a nuanced idea for K-12 schools. The extent to which the preschools and elementary/secondary schools in these initiatives developed braided systems reaching almost full implementation and sustaining status is nothing short of remarkable. Just a few of the accomplishments are listed here that promoted implementation with fidelity: (a) a common language and understanding of academic and social/behavioral systems was developed, (b) a "roadmap" to implementation was developed; the MTSS Essential Implementation Components (with fidelity) Checklist, (b) data-based decision tools and practices such as the Team Initiated Problem Solving (TIPS) meeting agenda to keep meetings focused, (c) behavioral/mental health screening to identify students in need of additional supports, (d) training and implementation of tier 2/tier 3 Check In/Check Out student supports, and (e) used of the ISSET and SAS measures from PBIS to identify "gaps" in braided systems so that schools could address areas for improvement. Over the term of the SPDG funding was also used to develop a MTSS website at the OPI website (http://opi.mt.gov/Programs/SchoolPrograms/MTSS.html) where schools have access to materials, trainings, guides, assessments and more that again foster sustainability.

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U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

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PR/Award # (11 characters): **H323A100009**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

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3. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

OSEP Program Measure 3 – Sustaining SPDG- Projects use SPDG professional development funds to provide follow-up technical assistance (TA) activities designed to promote and sustain evidence-based practice at the building level.

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The percentage of SPDG funds the RTI-Elementary Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Elementary Initiative	**PROG**	Raw Number	Ratio	%	Raw Number	Ratio	%
			74,364.00/ 92,955.00	80		23,238.75/ 92,955.00	25

3.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The percentage of SPDG funds the RTI-Secondary Initiative used for Ongoing Technical Assistance (TA) to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Secondary Initiative	**PROG**	Raw Number	Ratio	%	Raw Number	Ratio	%
			8,179.50/ 11,685.00	70		2,337.00/ 11,685.00	68

3.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The percentage of SPDG funds the MTSS Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. MTSS Initiative	**PROG**	Raw Number	Ratio	%	Raw Number	Ratio	%
			59,932.67 /119,865.34	50		101,885.53 /119,865.34	85

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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OSEP Program Measure 3 – Sustaining SPDG- Projects use SPDG professional development funds to provide follow-up technical assistance (TA) activities designed to promote and sustain evidence-based practice at the building level.

Overview

A list of Montana OPI's Ongoing Technical Assistance Activities for Year 5 is attached to this report. It has been anticipated that TA activities would increase over the term of the 3 initiatives as the present schools increase implementation and evidence-based professional practices are increasingly used by practitioners at an and advanced or sustained level. Funds used for ongoing Technical Assistance activities that sustained SPDG supported evidenced-based practices in Year 5 were calculated for the 3 Initiatives: RTI-Elementary, RTI-Secondary, and MTSS. Percentage of SPDG funds for each initiative were calculated by dividing funds used for Ongoing TA activities by the total SPDG funds used to support each initiative.

The goals for Years 3, 4 and 5 were set at the end of Year 2 by considering the direction each of the three initiatives were planned to go. However, several factors changed directions of the initiatives so that in the final Year 5 TA objectives for the RTI Initiatives were not met but were "overachieved" by the MTSS Initiative. Some of the changes were due to substantially reduced funding due to sequestration and an increase in insurance premiums for initiative staff each year after Year 2. It is important to note that because overall funding levels were so drastically reduced to these initiatives and costs rose over time, the percentage allocated to TA activities was affected by the absolute amounts needed for basic operational funding of each initiative. Finally, TA activities changed for the RTI Initiatives in Year 5 because the Montana OPI decided to move toward braided tiered systems, the Multi-tiered Systems of Support (MTSS) Model. The State RTI Coordinator left the OPI and rather than fill that position for only one year, Regional Consultants continued to train school teams with skills for academic skilled systems at the elementary and secondary, but very little technical assistance could be offered other than via webinars and telephone consults with consultants. Correspondingly, more funds were available for the MTSS Initiative and a higher percentage was used for technical assistance as their Cohort 1 needed no new training, consultants and facilitators were fully operational, and Cohort 2 had more need for technical assistance than additional skills training.

The table below provides the information for this program goal, all three initiatives. Each measure will be discussed separately.

SPDG Funding for Technical Assistance (TA) - Year 5

SPDG Initiative	Total SPDG Funds	Ongoing TA Funds	Percentage TA	TARGET % Year 5
RTI Elementary	**92,955**	23,238.75	25%	80%
RTI Secondary	**11,685**	2,337.00	20%	75%
MTSS	**119, 865.34**	101,885.53	85%	50%
Totals Year 4	**224,505.34**	127.461.28	57%	

Program Goal 3 - TA Activity Percentage Targets by Grant Year

	RTI Elementary	RTI Secondary	MTSS Braided
Year 2 **BASELINE YEAR**	65%	60%	35%
Year 3 (4/1/12-3/31/13) **ACHIEVED Year 3**	70% **70%**	65% **65%**	40% **35%**
Year 4 (4/1/13-3/31/14) **ACHIEVED Year 4**	70% **63%**	70% **68%**	45% **45%**
Year 5 (3/1/14-9/30/15) **ACHIEVED Year 5**	80% **25%**	75% **20%**	50% **85%**

GPRA Program Measure 3.a - RTI-Elementary – "The percentage of SPDG funds the RTI-Elementary Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below."
Year 5 Target = 80%
Year 5 Actual = 25%
Numerator = total SPDG dollars spent to fund ongoing technical assistance activities for RTI-Elementary Initiative

The actual percent of SPDG dollars spent for technical assistance in Year 5 fell far below the target of 80% because the state changed direction at the end of Year 4 by the decision to discontinue a separate RTI Initiative for tiered academic services and instead fold this into a comprehensive Multi-Tiered Systems of Support (MTSS) Model that includes tiered services in academics, social/behavioral, and mental health supports for students. The RTI State Coordinator left the OPI and it was decided that Regional Consultants would continue to train existing RTI-Elementary schools according to the manualized training schedules. No new schools were enrolled in professional development during Year 5. The Regional Consultants provided limited technical assistance via telephone calls and webinars, but primarily delivered skills training activities.

GRPA Program Measure 3.b – RTI-Secondary – "The percentage of SPDG funds the RTI-Secondary Initiative used for Ongoing Technical Assistance (TA) to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. By Year t it is expected that 75% of SPDG expenditures will be for TA."
Year 5 Target = 75%
Year 5 Actual = 20%
Numerator = total SPDG dollars spent to fund ongoing technical assistance activities for RTI-Secondary Initiative

The actual percent of SPDG dollars spent for technical assistance in Year 5 fell far below the target of 75% because the state changed direction at the end of Year 4 by the decision to discontinue a separate RTI Initiative for tiered academic services and instead fold this into a comprehensive Multi-Tiered Systems of Support (MTSS) Model that includes tiered services in academics, social/behavioral, and mental health supports for students. The RTI State Coordinator left the OPI and it was decided that Regional Consultants would continue to train existing RTI-Secondary schools according to the manualized training schedules. No new schools were enrolled in professional development during Year 5. The Regional Consultants provided limited technical assistance via telephone calls and webinars, but primarily delivered skills training activities.

GRPA Program Measure 3.c – MTSS – "The percentage of SPDG funds the MTSS Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. By Year 5 it is expected that 50% of SPDG expenditures will be for TA.".
Year 5 Target = 50%
Year 5 Actual = 85%
Numerator = total SPDG dollars spent to fund ongoing technical assistance activities for MTSS Initiative

As explained above, at the end of Year 4, the Montana OPI made the decision to redirect professional development into the Multi-Tiered Student Supports (MTSS) to bring academic, social/behavioral and mental health supports under one tiered services model. In doing this, the state promotes the understanding that these are ultimately connected and integral to the healthy development of children/youth. Further, schools are encouraged to use resources and staff more efficiently. For example, there should be only one administrative team to administer all aspects of tiered services and grade level teams focus on how to improve student supports with evidence-based practices in all aspects of their students' development.

The target for Year 5 was to spend 50% of SPDG funds on technical assistance expecting that Cohort 1 would no longer need skills training and that Cohort 2 would use more time in skills training than technical assistance. This changed, however, because Cohort 2 actually did not need much more skills training, but onsite facilitators and teams needed more technical assistance pertinent to their own site and gaps. This was not anticipated, but was celebrated. MTSS Consultants became fully capable of delivering the TA as needed so that onsite Facilitators had their needs met quickly and the process moved more quickly within schools as a result.

OSEP Program Measure 3: Accomplishments, Sustainability, Summary

It was anticipated that as the three initiatives developed over time, the need for evidence-based skills training would be reduced with a corresponding need for technical assistance (TA) and follow-up at schools sites. There were a number of ways TA was offered including face-to-face site visits, conference calls, webinars, and via email. A comprehensive list of TA activities is attached to this report. Not anticipated were increased administrative costs and reduced funding which necessitated fewer schools participating in the RTI Initiatives. The anticipated increase in need for TA activities did come about in the MTSS Initiative and these activities helped foster sustainability. The Montana OPI made the decision to fold RTI into the MTSS Initiative during Year 5 so that there was less of a demand for TA and schools seek professional development in the braided systems of MTSS.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in state identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness, etc.) who remain teaching after the first two years of employment.

4.1. Performance Measure	Measure Type	Quantitative Data					
Not applicable to Montana SPDG	**PROG**	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		N/A	**/**		**N/A**	**/**	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Goal 1 Objective 1.1. To develop training strategies, planning tools, and resources to guide the MTSS Initiative, a braided implementation of RTI and MBI frameworks (MTSS).

1.1a. Performance Measure	Measure Type	Quantitative Data					
In each of the 2nd through 5th years of the grant, at least 5 documents that are training materials and/or planning tools to guide the implementation of the MTSS Initiative, that have been piloted and refined, will be available for use by MTSS Facilitators.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		5	**/**		**15**	**/**	

1.1b. Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, MTSS Facilitators will report they use 90% of MTSS materials and resources in support of schools implementing MTSS.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	**90**		**91/100**	**91**

1.1.c. Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, MTSS Facilitators using the materials and resources will rate them as 90% useful, relevant and clear overall in guiding the implementation of MTSS.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 /100	**90**		**87/100**	**87**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Goal 1 Objective 1.1. To develop training strategies, planning tools, and resources to guide the MTSS Initiative, a braided implementation of RTI and MBI frameworks (MTSS).
Overview
As a new initiative across the U.S. five years ago, there were relatively few materials available to guide MTSS implementation. The Montana MTSS Initiative worked with the Cohort 1 schools, state personnel and MTSS leaders/trainers to develop training and guidance materials. Over the 5 year term, some tools were refined, some were dropped and incorporated into

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other tools. We used school team and administrator feedback to develop tools and relied upon school-based Facilitators to evaluate their use of the tools as well as the relevance, clarity and usefulness of the tools for their work with school teams to implement braided tiered services at the school level. Some tools were adopted from other state's work while others are unique to our process in Montana. The tools and materials varied across years so that fair comparisons of outcomes related to these materials/tools are not valid. Since this was a new initiative, goals were set prior to the grant period and we've aimed for those goals, although they may have been ambitiously set in the absence of knowing the challenges that would occur.

The table below incorporates all the information relevant to items 1.1a, b, and c and will be referred to in the explanations for each measure. The original cohort of schools (N=6) are Cohort 1 and the quantitative data related to objective goals are this cohort only. The MTSS Initiative began Cohort 2 during Year 4. Material usage and ratings will be reported for Cohort 2 in a separate table as a way to compare newly implementing schools to existing schools.

Cohort 1 - MTSS Materials Year 5		Used by Facilitator			Materials - Mean Score Rating = 1 (low) to 5 (high)		
		Y = Yes	N = No	% Used	Useful	Relevant	Clear
1	Do you use a School Climate Survey (My Voice or similar climate survey)?	3	0	100.0%	5.0	5.0	5.0
2	Do you use the Student Office Referral Data Management (SWIS) or like system to problem solve?	3	0	100.0%	5.0	5.0	5.0
3	Do you use the Student Data Management System (CICO/SWIS or like system) for Tier 2 interventions?	3	0	100.0%	5.0	5.0	5.0
4	Do you use the Student Data Management System (ISIS/SWIS or like system) for Tier 3 interventions?	3	0	100.0%	4.3	4.3	4.3
5	Do you use the TIPS (Team Initiated Problem Solving) Model?	2	1	66.7%	4.3	4.5	3.8
6	Do you use the Family Engagement Checklist?	3	0	100.0%	4.0	4.0	4.0
7	Do you use the Benchmarks of Quality (BoQ)?	3	0	100.0%	3.8	3.8	3.8
8	Do you use the Benchmarks of Advanced Tiers (BAT)?	3	0	100.0%	4.3	4.3	4.2
9	Do you use the Systems Evaluation Tool (SET)?	3	0	100.0%	4.0	4.3	4.0
10	Do you use the Individual Student Systems Evaluation Tool (ISSET)?	3	0	100.0%	4.5	4.5	4.5
11	Do you use the RtI Level of Implementation Survey?	2	1	66.7%	4.0	4.0	4.5
12	Do you use the Parent School Engagement Survey?	2	1	66.7%	3.8	4.0	3.8
13	Do you use the Reading Benchmarks (DIBELS, AimsWeb, MAPS, DIBELSnext, or other CBM tools)?	3	0	100.0%	4.7	4.7	4.7
14	Do you use the MTSS Essential Components Rubric and Worksheet?	2	1	66.7%	4.5	4.3	4.5
15	Do you use the Systematic Screener of Behavioral Disorders (SSBD)?	3	0	100.0%	4.0	4.0	4.0
	MTSS Project Materials Usage and Mean Scores				**4.3**	**4.4**	**4.3**
	Year 5 Percentages			**91.1%**	**87%**	**88%**	**87%**
	Year 4 Percentages			**74%**			
	Year 3 Percentages			**71%**			
					Year 5 Grand Mean = 87.3%		
					*Year 4 Grand Mean = 90%		
					*Year 3 Grand Mean = 81%		

Note: Some materials are the same each year (eg. reading benchmarks) and others are unique to each year so that year by year comparisons have measurement error.

Project Performance Measure 1.1.a - "**In each of the 2nd through 5th years of the grant, at least 5 documents that are training materials and/or planning tools to guide the implementation of the MTSS Initiative, that have been piloted and refined, will be available for use by MTSS Facilitators."**
Target = 5
Actual = 15

The MTSS workgroups and administrators piloted and subsequently adopted 15 tools for implementing and sustaining tiered services in their schools in the previous years. This far exceeds the goal of adding 5 documents per year. Materials were identified for process infrastructure and necessarily need to be identified earlier in the MTSS evolutionary process. MTSS materials will continued to be stable over Years 4 and 5 of the funding period, with relatively minor changes. The total number of 15 materials/tools available to trainers is reported for this item in the table above, listed under MTSS Implementation Materials Year 5.

Project Performance Measure 1.1.b - "**In each of the 3rd through 5th years of the grant, MTSS Facilitators will report they use 90% of MTSS materials and resources in support of schools implementing MTSS."**
Target = 90%
Actual = 91%

The Materials Survey results show that 91% of the 15 materials/tools were used by Facilitators, which exceeds the target of 90%. Usage by Facilitators of available materials for Year 5 at 91% exceeds previous years with year 4 at 74% and Year 3 at 71%. This is due to the fact that materials became more responsive to Facilitators needs at the school level as well as the fact that more consistency in ways facilitators worked in the schools was achieved by Year 5.

Project Performance Measure 1.1.c - "**In each of the 3rd through 5th years of the grant, MTSS Facilitators using the materials and resources will rate them as 90% useful, relevant and clear overall in guiding the implementation of MTSS."**
Target = 90%
Actual = 87%
Numerator = Grand Mean score across items and raters (

In Year 5, the materials/tools Facilitators used were rated as a grand mean across items of 87.3% useful, relevant and clear. The grand mean was calculated by dividing the total of category percentages (useful 87%, relevant 88% and clear 87%) by 3, or 87.3%. This falls short of the anticipated 90% by Year 5. In looking at items that lower ratings (but still well above average), these are surveys and inventories that are relatively new to schools (BOQ, Family Engagement Survey) and perhaps survey results are not viewed as useful for long term planning. However, it is expected with regular use, these may be rated with greater satisfaction in the future. As noted before, the materials varied somewhat from year to year, so although the grand means are shown for Years 3 and 4, these are not necessarily valid comparisons. It is important to note that Year 4 and Year 5 either met (90%) or nearly met (87%) our goal, and showed greater acceptance than in Year 3. We can attribute this to refinement of tools and a greater understanding of the MTSS process by Facilitators.

Cohort 2 Facilitator responses to the survey are shown in the table below. You will note that although their usage of materials (86.7%) was nearly as great as in Cohort 1 (91.1%), their ratings for usefulness, relevance and clarity at 80.6% is lower than the ratings by Cohort 1 Facilitators, demonstrating that it may be that the materials/tools are less familiar to Cohort 2 Facilitators.

		Used by Facilitator			Materials - Mean Score Rating = 1 (low) to 5 (high)		
Cohort 2 MTSS Materials Year 5		**Y = Yes**	**N = No**	**% Used**	**Useful**	**Relevant**	**Clear**
1	Do you use a School Climate Survey (My Voice or similar climate survey)?	6	0	100.0%	5.0	5.0	5.0
2	Do you use the Student Office Referral Data Management (SWIS) or like system to problem solve?	6	0	100.0%	5.0	5.0	5.0

3	Do you use the Student Data Management System (CICO/SWIS or like system) for Tier 2 interventions?	5	1	83.3%	4.4	4.4	4.0
4	Do you use the Student Data Management System (ISIS/SWIS or like system) for Tier 3 interventions?	4	2	66.7%	4.5	4.5	4.3
5	Do you use the TIPS (Team Initiated Problem Solving) Model?	5	1	83.3%	4.0	3.8	3.6
6	Do you use the Family Engagement Checklist?	6	0	100.0%	3.2	3.4	3.4
7	Do you use the Benchmarks of Quality (BoQ)?	6	0	100.0%	3.4	3.4	3.4
8	Do you use the Benchmarks of Advanced Tiers (BAT)?	6	0	100.0%	3.7	3.8	3.2
9	Do you use the Systems Evaluation Tool (SET)?	6	0	100.0%	4.3	4.3	4.2
10	Do you use the Individual Student Systems Evaluation Tool (ISSET)?	5	1	83.3%	3.8	4.0	3.8
11	Do you use the RtI Level of Implementation Survey?	5	1	83.3%	4.2	4.2	4.0
12	Do you use the Parent School Engagement Survey?	4	2	66.7%	3.5	3.5	2.8
13	Do you use the Reading Benchmarks (DIBELS, AimsWeb, MAPS, DIBELSnext, or other CBM tools)?	5	1	83.3%	5.0	5.0	5.0
14	Do you use the MTSS Essential Components Rubric and Worksheet?	5	1	83.3%	4.0	3.8	4.0
15	Do you use the Systematic Screener of Behavioral Disorders (SSBD)?	4	2	66.7%	4.0	4.0	3.5
	MTSS Project Materials Usage and Mean Scores				4.1	4.1	3.9
	Percentages			86.7%	82%	82%	78%
					Grand Mean = 80.6%		

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Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.2. To refine strategies and supports to implement RTI at the secondary level.

1.2.a. Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, at least 3 documents that are training materials to prepare secondary school staff for providing tiered services for secondary students will be available for use by RTI Facilitators working with secondary schools.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3	**/**		**10**	**/**	

2.b. Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, RTI Facilitators working with secondary school staff will report they use a mean of 85% of materials in support of secondary school RTI Implementation.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			85 / 100	**85**		**50 /100**	**50**

1.2.c Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, RTI Facilitators working with secondary schools will rate training materials for secondary school staffs are highly useful, relevant and clear in guiding secondary schools in the implementation of RTI. Target goal for effectiveness is 80%	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4/ 5	**80**		**3.7 / 5**	**78**

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1.2.d. Performance Measure	Measure Type	Quantitative Data					
In each of the <u>4th and 5th years</u> of the grant, there will be an 85 percent increase in secondary schools implementing RTI when compared to the number of secondary schools implementing RTI in year 1 of the grant, or 10 secondary schools. **Request remove as performance measure**	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/		999	/	

1.2.e. Performance Measure	Measure Type	Quantitative Data					
In each of the <u>3rd and 5th years</u> of the grant, RTI-Secondary school teams will report that the knowledge and skills learned through CSPD regional trainings are useful, relevant, and clear. Year 3 establishes the baseline. By end of Year 5, trainings will be rated in all categories at 90% effectiveness.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3.6 / 4	**90**		**3.4 / 4**	**85**

1.2.f. Performance Measure	Measure Type	Quantitative Data					
In each of the <u>4th through 5th</u> years of the grant, 85 percent of RTI-Secondary schools in the year 3 training cohort will demonstrate an improvement in student outcome data on the MontCAS, when compared to the baseline student performance MontCAS scores. Baseline will be established in Year 3. (276.1 Baseline, Year 3)	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Goal 1 - Objective 1.2. To refine strategies and supports to implement RTI at the secondary level.
Overview
The Montana OPI began a pilot project for RTI in 2006. The project was so successful in our state and throughout the U.S that by 2009 many schools wanted to be trained in the RTI Framework and begin implementing tiered academic supports in their schools. The original focus throughout the U.S., and certainly in the pilot project, was on elementary schools, particularly early elementary reading because of the gains that could be made with young readers that would impact their learning in later years. When this grant opportunity came along, the SPDG Leadership and Regional RTI Consultants wanted to differentiate between RTI Elementary and Secondary, with the knowledge that how RTI looks in elementary schools would be quite different than how it would look in secondary schools. This objective was written to refine the strategies for secondary schools that had begun to emerge in 2008-2009 and to develop training for secondary level schools that would be a better fit to their needs. Regional Consultants in RTI articulated into either elementary or secondary specialties and a new cadre of RTI-Secondary Consultants and Facilitators was developed through the support of SPDG funding. These state leaders then set out to develop training and support materials specific to secondary schools. These materials emerged over the five year period and their use by trainers and facilitators was monitored for feedback. The performance measures under this objective were designed to monitor the progress and outcomes of the RTI-Secondary Initiative.

<u>**Project Performance Measure 1.2.a –**</u> **"In each of the 3rd through 5th years of the grant, at least 3 documents that are training materials to prepare secondary school staff for providing tiered services for secondary students will be available for use by RTI Facilitators working with secondary schools."**
Target = 3 (each 3 years) = 9
Actual = 10
The manualized training materials reported in Year 4 remained the same for Year 5 and are reported below. Feedback has been positive as to their usefulness for training RTI-Secondary teams to design and implement tiered systems in their schools that target an area of improvement. School teams may decide to target such important areas related to achievement as homework completion, attendance, academic recognition, and so forth.

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	Training Material	Purpose
1	RTI MS-HS Implementation Rubric	Helps school leadership team understand the steps towards full implementation of tiered RTI supports and then identify where the school is in the process. Results used for action planning.
2	Digging Deeper	Assists school team identify specific areas of concern in the school, for example attendance, or test scores. Once the concern is identified, the document helps the team problem solve to potential solutions.
3	Collaborative Teaming/Strong Leadership Survey Analysis and Goals	Assists the school leadership team in identifying specific ways to address essential components of RTI such as teaming, data-based decision making, and strong leadership essentials.
4	Identifying Current EWS Practices At Your School	Assists leadership team in thinking through ways and reasons for which students fall off track for graduation. Once identified, helps team identify if current practices help deter school dropout.
5	Analyzing Middle School and High School Interventions	Assists leadership team in identifying what interventions are in place in the school by name, purpose, target group, outcome, and staff involved. Can identify gaps and overlaps.
6	6 Big Ideas In Family/Community Involvement	Identifies the 6 most important ways in which schools connect with families. Leadership team rates whether idea is in place, partially in place, or not at all. Assists in identifying gaps in best practice.
7	Communication Plan Worksheet	Assists leadership team in identifying different types of communication between student/family/school and is a rubric for deciding who initiates communication, content and when and how often communication is made.
8	Define School Partnering Roles and Responsibilities	Rubric leadership team discusses and completes definitions of within school and community partners; who, how, responsibilities.
9*	**Next Steps**	Assist school teams in evaluation and planning for application of skills learning in a training; school teams identify deadlines and extent to which they need follow-up training or supports.
10*	**RTI Secondary Training Module Timeline**	Assists RTI-Secondary Consultants in fidelity of training implementation; lists sequence of training modules from introducing the RTI-Secondary framework through skills for full implementation.

* Materials developed and used in Year 4, but not evaluated through the survey

The RTI-Secondary State Leadership Team has developed 10 training documents that are designed to help middle and high school RTI Teams reflect on current practices and then make decisions on how they want to apply tiered services in their own schools. These materials are used in conjunction with specific trainings developed to assist schools through this process. The 10 training documents and purpose for each are presented in the table below.

In Year 4, the RTI-Secondary State Leadership Team developed and used additional training materials to refine implementation. These materials are: (a) "Next Steps" document that helps school teams identify how they will apply skills learned during a training and the extent to which they need follow-up training or on site consultant supports, and (b) the RTI-Secondary Training Module Timeline, which supports fidelity of training across the state by listing the sequence of training modules from beginning through fully implementing stages. Both these documents target fidelity of the process and were used consistently throughout the year. However, they were not added to the materials survey for Facilitators to rate usage and effectiveness, but are listed in the table below in bold (items 9 & 10). All these materials were used in both Years 4 and 5 by teams working to implement RTI at the secondary level.

Many of these materials can be accessed at the Montana OPI Website for RTI **http://opi.mt.gov/Programs/SchoolPrograms/RTI/.** RTI-Secondary materials and manualized trainings are located on this comprehensive website that includes RTI-Elementary materials and trainings as well.

It should be noted that we are reporting results from Year 4 measures for this final year as these were the final surveys that were administered to RTI-Secondary Facilitators and training participants. RTI-Secondary Consultants conducted regional trainings for secondary schools in the process, using manualized trainings. The decision to roll RTI into MTSS in the future and the loss of the State RTI Coordinator severely reduced training personnel and the ability to launch surveys to gain this information.

Project Performance Measures 1.2.b and 1.2.c –

(b) "In each of the <u>3rd through 5th</u> years of the grant, RTI Facilitators working with secondary school staff will report they use a mean of 85% of materials in support of secondary school RTI Implementation.

Target = 85%
Actual = 50%
Numerator = Mean percentage of Facilitators who use RTI-Secondary materials
See table below

(c) "In each of the <u>3rd through 5th</u> years of the grant, RTI Facilitators working with secondary schools will rate training materials for secondary school staffs are highly useful, relevant and clear in guiding secondary schools in the implementation of RTI. Target goal for effectiveness is 80%

Target = 80%
Actual = 74%
Numerator = Grand Mean score that materials are useful, relevant, and clear.

RTI-Secondary Facilitators rated training materials in March, 2014 to determine their usage and ratings of usefulness, relevance, and clarity. Results of the survey are shown in the table below. Usage of some materials was low (see 7 & 8) and were rated low. However, these are used for more advanced systems and less fundamental to the process. The RTI-Secondary Leadership team will use feedback from the survey to improve training materials and to guide the improvement and/or development of training materials.

The percentage of usage for 1.2.b, 50%, was calculated by averaging the percent used over the 8 measures, an increase from Year 3. The target is 85%, which may be unrealistic given that some materials are essential (see 1 & 2) and others may be optional in the earlier stages. When materials are used, they are rated as useful, relevant and clear with a grand mean of 3.8, or 78%.

Year 4 RTI-Secondary – Facilitator Training Materials Survey (N=9)

Training Materials		% Facilitators Used	Rated 1 (lowest), 2, 3, 4, 5 (highest)		
			Useful	**Relevant**	**Clear**
1	RTI MS-HS Implementation Rubric	100%	4.4	4.7	4
2	Digging Deeper	89%	4.3	4.1	4.4
3	Collaborative Teaming/Strong Leadership Survey Analysis and Goals	33%	4	4	3
4	Identifying Current EWS Practices At Your School	44%	4	4.2	4.6
5	Analyzing Middle School and High School Interventions	56%	5.5	4.4	4.6
6	6 Big Ideas In Family/Community Involvement	56%	3.6	3.6	4.2
7	Communication Plan Worksheet	11%	2	1	3
8	Define School Partnering Roles and Responsibilities	11%	2	3	3
	Year 4 Mean % Materials used	**50%**			
	Year 3 Mean % Materials used	43%			
	Mean Rating of Materials		**3.7**	**3.6**	**3.9**
		Year 4	**Grand Mean = 3.7** **74% overall**		
		Year 3	**Grand Mean = 3.8** **78% overall**		

Project Performance Measure 1.2.d – Requested removal as performance measure
This measure is no longer relevant. The State imposed a ceiling on number of schools to be trained due to a reduction in funding and increase in costs. Although the demand for training is high, setting an absolute number of schools to be trained ensures quality of training. Therefore, a measure of increase in number of schools in training is no longer relevant as a measure of growth.

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Project Performance Measure 1.2.e - "In each of the <u>3rd and 5th years</u> of the grant, RTI-Secondary school teams will report that the knowledge and skills learned through CSPD regional trainings are useful, relevant, and clear. Year 3 establishes the baseline. By end of Year 5, trainings will be rated in all categories at 90% effectiveness."
Target =90%
Actual =85%
Numerator= Training Evaluations Grand Mean across items and trainings (3.4) divided by maximum point 4 = 85%

It should be noted that in Year 5, RTI-Secondary Consultants conducted regional trainings for those schools already in the professional development process in Year 4. Some technical assistance was offered, but often via webinars, email, or conference calls. The SPDG sponsored 17 regional trainings for RTI-Secondary Schools in the Year 4 period. Summarized results of randomly selected training evaluations rated by RTI Secondary teams are shown in the table below. The Grand Mean across items was calculated by adding the item mean scores and dividing by 5 (items), which yields a Grand Mean of 3.4 in Year 4, an increase from 3.1 in Year 3. A percent of effectiveness was calculated by dividing the Grand Mean of 3.4 by 4.0, the total possible, which yielded an effectiveness rate of 85%, increased from 78% in Year 3. Training attendees responded "yes" at a rate of 94% to the item of whether or not they would recommend to a colleague, which is a proxy for effectiveness and acceptability. By comparison, in Year 3, this item was rated "yes" by 88%, so that Year 4 shows an increase of 8% points.

RTI-Secondary – SPDG Regional Training Evaluations, Year 4

RTI Secondary Regional On Site/Webinar Trainings March, 2013 to February 2014 SPDG sponsored **17** regional trainings	Mean Evaluation Ratings by Training Session 6 Items Rated – 1 (lowest), 2, 3, 4 (highest)							
	4/29/2013	**4/30/2013**	10/1/2013	11/05/2013	12/11/2013	2/24/2014	Year 4 Mean Scores Across Trainings by Item	Year 3 Mean Scores Across Trainings by Item
Overall, the presenters demonstrated thorough knowledge of the topic	3	3.3	3.9	3.8	4	3.3	**3.5**	**3.6**
The content presented was aligned with my need	3	3.2	3.8	3.8	3.8	3.3	**3.4**	**3.3**
I will be able to apply what I learned	3.2	3.3	3.8	3.8	3.6	2.6	**3.4**	**3.4**
The workshop hands-on activities were useful	3.3	3.2	3.5	3.2	3.8	2.6	**3.3**	**3.3**
There was an opportunity for collaborative learning with other participants.	3	3.3	3.9	4	3.6	2.8	**3.4**	**3.5**
The training activities were designed for diverse learning styles	3	3.2	3.6	3.4	3.8	2.8	**3.3**	**3.2**
*Would you recommend this session to a colleague?	76%	89%	100%	100%	100%	100%	**94%***	**88%***
Grand Mean and Percent Across Trainings=						3.4	85%	3.1; 78%

*Percent of attendees who responded "yes"

Project Performance Measure 1.2.f - **"In each of the <u>4th through 5th</u> years of the grant, 85 percent of RTI-   Secondary schools in the year 3 training cohort will demonstrate an**
improvement in student outcome data on the MontCAS, when compared to the baseline student performance MontCAS scores. Baseline will be established in Year 3. (276.1 Baseline, Year 3)."
Target = 85%
Actual = not available

The Montana OPI filed and received a waiver for statewide testing for our grant year 4 for the purpose of transitioning to a new statewide assessment, Smarter Balance. A baseline of 276.1 was established in Year 3 for the MontCAS as the basis of measure of this performance objective, not foreseeing a new statewide assessment that could not be implemented in Year 4. In Year 5, the new assessment was implemented but with computer problems system wide so that some schools were not able to access testing and others did access testing, but results were deemed not valid because of other software issues. Therefore, there are no data available to evaluate this performance measure.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.3 - To develop a cadre of skilled facilitators to deliver onsite supports to schools implementing MTSS.

1.3a. Performance Measure	Measure Type	Quantitative Data					
In each of the 2nd through 5th years of the grant, MTSS facilitators will be evaluated by MTSS School Teams and Facilitator Self-Report for proficiency in guiding the implementation of MTSS. Overall proficiency will be reported as an aggregated total for each year with a goal of Facilitators being 95% proficient by the end of year 5.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4.8 / 5	**95%**		**4.2 / 5**	**84**

1.3b. Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, MTSS facilitators will be evaluated for proficiency in the use of best practice coaching strategies. By the 5th year, MTSS facilitators will be evaluated at a mean proficiency level in coaching of 85%. **Request to delete this measure**	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		N/A	/		N/A	/	

1.3.c Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, MTSS facilitators will use distance technology to provide support to schools implementing MTSS, as reported by MTSS facilitators. By the 5th year, 85% of MTSS facilitators will use distance technology as support for implementing schools. **Request to delete this measure – Redundant with 2.5.a**	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		N/A	/		N/A	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Goal 1 - Objective 1.3 - To develop a cadre of skilled facilitators to deliver onsite supports to schools implementing MTSS.
Overview

The development of a cadre of skilled onsite facilitators had 2 primary aims: (1) give immediate access to MTSS school teams and school staff to a colleague within the school to answer questions, coach and provide feedback, (2) gain the most likely probability for sustainability over the long term. The MTSS Initiative leadership selected a school staff member, by application, at each MTSS School to be trained as and work as the school-based Facilitator, under the direction of the MTSS Consultant assigned to the school. Specific criteria were to be met by a prospective Facilitator including a working knowledge of the process of tiered services (either academic or social/behavioral) and the support

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of the school administrator for time to train and follow-up with school personnel. A survey was developed by MTSS Leadership to evaluate each Facilitator's perspective related to their confidence and proficiency at implementing components of MTSS. The Facilitator self-evaluation results were used by MTSS Consultants to provide feedback to Facilitators and understand in what areas the Consultant needed to provide additional follow up, TA activities to support the Facilitator.
This process was used in conjunction with Consultant observation of Facilitators to develop a strong cadre of skilled Facilitators.

Project Performance Measure 1.3 a – "In each of <u>the 2nd through 5th</u> years of the grant, MTSS facilitators will be evaluated by MTSS School Teams and Facilitator Self-Report for proficiency in guiding the implementation of MTSS. Overall proficiency will be reported as an aggregated total for each year with a goal of Facilitators being 95% proficient by the end of year 5."

The table below displays results of the self-evaluation MTSS Implementation Survey for both Cohorts 1 and 2 in Year 5. Cohort 2 Facilitators began implementation at the beginning of Year 4, but as shown below, their self-evaluation can be similar or even higher than the Cohort 1 Facilitators on specific items. Overall, Cohort 1 Facilitators feel more confident (4.5 or 90%) in their knowledge of MTSS implementation components, than do Cohort 2 Facilitators (4.0, 79%), which we would expect. However, both Cohorts 1 and 2 rate themselves equally at 4.1 (or 82%) proficient at actually implementing the components. This may indicate that developing a feeling of proficiency takes a longer period of time and may build with experience over time.

	Year 5 MTSS Implementation Survey Item Rated as 1 (lowest), 2, 3, 4 or 5 (highest)	Cohort 1 - MTSS Facilitators				Cohort 2 MTSS Facilitators			
		Confident Mean	Range	Proficient Mean	Range	Confident Mean	Range	Proficient Mean	Range
1	Establishing a building leadership team for MTSS (includes principal and representative staff) to coordinate and manage implementation at school level.	4.5	4-5	4.0	3-5	4.6	3-5	4.6	3-5
2	Establishing a regular MTSS Team meeting schedule	4.5	4-5	4.3	4-4.5	4.6	4-5	4.6	4-5
3	Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions with participation of the teachers who collect the data and implement the academic and behavioral supports.	4.0	3-5	4.0	3-5	4.2	3-5	4.0	3-5
4	Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)	3.3	2-4.5	3.0	2-4	4.0	3-5	4.0	3-5
5	Aligning MTSS implementation efforts with School Mission and School Improvement efforts.	4.5	4-5	4.5	4-5	4.8	4-5	4.8	4-5
6	Implementing evidence based instructional strategies in all classrooms.	4.5	4-5	4.5	4-5	3.8	3-5	3.6	3-4
7	Implementing evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.	4.0	3-5	4.0	3-5	3.6	3-4	3.6	3-4
8	Collecting building-level information on student outcomes. SWIS (student behavioral data system) or like system Curriculum-Based Measures (DIBELS Data System DIBELSnext, or AIMSweb) yearly state-mandated assessments CBM or MAPS My Voice or like student climate survey	4.5	4-5	4.5	4-5	4.6	3-5	4.8	4-5
9	Collecting building-level information on fidelity of implementation. PBIS Program Quality Measures on PBIS Assessment (BoQ, BAT, SET, ISSET) RtI Implementation Survey	4.5	4-5	4.5	4-5	4.2	3-5	4.0	3-5
10	Collecting building-level information on program quality to support implementation. SSBD Math and Reading Benchmarking Curriculum Inventory and Gap Analysis Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B)	4.5	4-5	4.5	4-5	4.6	4-5	4.4	4-5

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11	Knowledge and confidence in interpretation and use of the data.	4.5	4-5	4.5	4-5	4.0	3-5	4.0	3-5
12	Implementing core concepts learned through trainings and work groups.	4.5	4-5	4.3	4-4.5	4.2	4-5	4.2	3-5
13	Promoting community and family awareness of and participation in MTSS implementation.	4.3	4-4.5	3.5	3-4	3.2	2-4	3.2	2-4
14	Working smarter not harder by braiding academic and behavioral problem solving and interventions.	4.5	4-5	4.5	4-5	4.0	2-5	4.0	2-5
	Year 5 GRAND MEAN & Confident and Proficient Scores	**4.3**	**86%**	**4.2**	**84%**	**4.2**	**83%**	**4.1**	**83%**
	Year 4 GRAND MEAN & Confident and Proficient Scores	**4.1**	**82%**	**4.0**	**80%**	**4.0**	**79%**	**3.8**	**75%**
	Year 3 GRAND MEAN & Confident and Proficient Scores	**4.5**	**90%**	**4.1**	**82%**	**na**	**na**	**na**	**na**

Cohort 1 - MTSS Facilitators	**Cohort 2 MTSS Facilitators**

Project Performance Measure 1.3.b – This measure Deleted in Year 3
We requested deletion of this project measure in Year 3.

Project Performance Measure 1.3.c – This measure Deleted in Year 3
We requested deletion of this project measure in Year 3.

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Project Status Chart

OMB No. 1894-0003

PR/Award # (11 characters): **H323A100009**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.4 - To support school leaders to address the organizational and resource implications of integrating previous tiered programs into MTSS.

1.4a. Performance Measure	Measure Type	Quantitative Data					
In each of the 2nd through 5th years of the grant, administrators participating in monthly webinars report the information provided is useful, relevant, and clear at an 85% rate in the organizational and resource implications of integrating a multi-tiered system of student support in their schools.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			4.3 /5	**85**		**3.5 /5**	**70**

1.4.b. Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, 85 percent of school administrators who participate in the webinars and/or networking forum will report they have gained confidence in implementing a multi-tiered system of student support in their schools.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			4.3 /5	**85**		**4.1 /5**	**80**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Goal 1 - Objective 1.4 - **To support school leaders to address the organizational and resource implications of integrating previous tiered programs into MTSS.**
Overview
Laying a solid foundation for MTSS in grant schools compelled SPDG grant leaders to work with school building principals in gaining an understanding of the rationale and process for organizational change and resource requirements for implementing MTSS from their existing frameworks for tiered services in either RTI or MBI. The focus has been on building sustainable braided systems. Administrators met monthly with State MTSS Leadership throughout the grant period; 3 face-to-face meetings per year and alternating months via webinars. The face-to-face meetings gave fellow administrators the opportunity to work with a shared community of change by discussing changes; the challenges and the rewards. Professional development was provided as well as technical assistance pertaining to the unique circumstances of each school. Administrators provided feedback to grant personnel via surveys designed to gain insight into the acceptability and effectiveness of professional development via their self-evaluation of outcomes. Specifically, administrators were asked to evaluate their knowledge of MTSS implementation components and their confidence for implementing the components. Originally, there were 6 schools in Cohort 1; these administrators worked for 3 years before Cohort 2 comprised of 16 administrators, joined their group. Cohort 1 principals "bootstrapped" Cohort 2 principals into MTSS implementation by sharing their challenges and insights from their own experience. Finally, in spring of Year 5, administrators met in a summit to reflect on how MTSS has impacted their schools and especially their students.

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Project Performance Measure 1.4.a – "In each of the 2nd through 5th years of the grant, administrators participating in monthly webinars report the information provided is useful, relevant, and clear at an 85% rate in the organizational and resource implications of integrating a multi-tiered system of student support in their schools."
Target: 85%
Actual: 70%, Year 4 - Not measured Year 5
Numerator/Denominator = Grand Mean ratings by Administrators across items and trainings (3.5)/ divided by total points possible (5).

Although webinars were conducted during Year 5, ratings of specific webinars did not take place. We report results of Year 4 administrative trainings for this item. In Spring, 2015, a summit of MTSS School Administrators took place for the purpose of reflecting on their professional development over the five year (Cohort 1) or two year (Cohort 2) period. Rather than use rating scales and surveys, this summit was didactic in nature to give the Administrators the opportunity to initiate the agenda according to the topics they found important in the development of MTSS in their schools. MTSS Leadership gained insights from their conversations that have helped develop specific areas to intensify with the new grant, Project REAL 2.0. The Principals were asked to sum up their experiences with MTSS Implementation with one statement. These are provided below the next project performance measure.

Project Performance Measure 1.4.b "In each of the 3rd through 5th years of the grant, 85 percent of school administrators who participate in the webinars and/or networking forum will report they have gained confidence in implementing a multi-tiered system of student support in their schools."
Target = 85%
Actual: 80%, Year 4 - Not measured Year 5
Numerator/Denominator = Grand Mean ratings by Administrators across items measuring confidence in MTSS implementation (4.1)/ divided by total points possible (5).

We report results of Year 4 administrative trainings for this item As explained in the performance measure above, the Administrators Survey of Confidence and Proficiency was not administered in Spring 2015. Instead, a summit meeting was held of all MTSS School Administrators for the purpose of reviewing their perspectives on achievements over their time in the grant period.

Both Cohort 1 and 2 Administrators summed up their professional development experience, confidence/proficiency and achievements with the following statements:

- "The training opportunities have focused on developing and sustaining multi-tiered systems of support for student success in academics as well as behavioral supports. This approach is a significant departure…and is intended to provide students with the academic and behavioral supports they need immediately…" - East Valley Middle School, Helena - Dan Rispens, Principal

- "Through Project REAL, CJMS has been able to explore and prepare for implementation of MTSS, develop structural supports to initiate MTSS, and implement and support MTSS. MTSS is fully operational and used to support all students." - Chief Joseph Middle School, Bozeman - Brian Ayers, Principal

- "..through the professional development made available to the leadership team, the school has made great strides in providing evidence based Tier 2 and Tier 3 supports for students in need of academic and behavioral assistance. The implementation of MTSS by the staff in support of our students has enabled staff to better meet the needs of all." - Stevensville Elementary, Stevensville - Jackie Mavencamp, Principal

- "Sustaining multi-systems of support, at first seems like a daunting task. However, it is possible with the support of the Project REAL Grant, we were able to access evidence based resources, share data and data systems, collaborate with colleagues, and develop effective systems of support." - Paxson Elementary, Missoula - Kelly Chumrau, Principal

- "Staff at Broadwater Elementary use a deliberate decision making process that is driven by data. Teachers are deliberate about how they look at ALL data that effects students: attendance, tardiness, discipline, and academics. We use our data to not only make meaningful instructional changes for our students, but meaningful changes for our system as a whole."- Broadwater Elementary, Helena - Sue Sweeny, Principal

- " Our MTSS process at Whittier has allowed our staff to channel our energy to create personalized learning goals for every student who is brought to our student

intervention team. Using the TIPS outline gives our team a concrete and easy to follow guideline to help us with accountability and documentation of our data which is evaluated during our meeting time." - Whittier Elementary, Bozeman - Darren Schlepp, Principal

- "the camaraderie schools, districts, co-ops, and the OPI have developed by collaborating, communicating, and training together has been breathtaking. This collaboration has carried over to day to day operations as well. It is now standard practice to contact other schools, OPI, past trainers, consultants, etc. to ask questions or get advice on best practices."Ennis Elementary, Ennis - Brian Hilton, Principal

- Out of the process (of MTSS) has grown a team of people that do what is best for kids and share their passion with the staff, families, and students. It is amazing the work that has been completed in two years and we anticipate even greater growth and success as we continue into the future."
- Anderson Elementary, Bozeman - Scott McDowell, Principal

- "Since our involvement with Project REAL, CHS has decreased its office discipline for four consecutive years, producing a much more healthy school climate and caring teacher/student relationship. We have outlined achievement and behavioral expectations as well as clearly defined interventions, as a result student achievement has risen." - Capitol High School, Helena - Walt Chancy, Assistant Principal

- "Our work as a (MTSS) Project REAL school has allowed us to meld our behavior efforts and our academic efforts into a system that can respond quickly to student needs….Project REAL facilitators guided our efforts to develop and institutionalize behavioral and academic interventions at the Tier 2 and 3 levels…"- Bryant Elementary,Helena - Leadership Team

Project Performance Goal 1: Accomplishments, Sustainability, and Summary

Goal 1 was focused on capacity building by increasing our state-level capacity to provide leadership, professional development, and guidance to schools so the schools would improve academic and social outcomes for students by the adoption of multi-tiered systems of academic and behavioral support. Four (4) objectives were designed to accomplish this goal. The objectives were to: (a) develop training strategies, resources and planning tools, (b) refine strategies and supports to implement RTI at the secondary school level, (c) develop a cadre of skilled facilitators to deliver onsite supports, and (d) support school administrators to address organizational and resource implications for their buildings by integrating tiered academic and social/behavioral programs. As evidenced by the outcome data presented for this goal, both the RTI-Secondary and MTSS Initiatives accomplished their goals, but much of what was accomplished was not measured. Accomplishments that achieved capacity building include, but are not limited to, the following: (a) development of manualized evidence-based training modules with resources, (b) websites that make training materials and resources readily available statewide (see websites - http://opi.mt.gov/Programs/SchoolPrograms/Rti/GetStarted.html) and http://opi.mt.gov/Programs/SchoolPrograms/MTSS.html), (c) development of implementation rubrics to guide implementation and evaluate fidelity, (d) development/training of a cadres of consultants who are expert in academic and social./behavioral tiered systems, (e) development of a Consultant Resource manual and access to advanced trainings, (f) creation of web-based meetings for consultants and school administrators for purposes of planning, discussion, recognition of successes, and (g) development of regional consultants to train and provide technical assistance to onsite facilitators. One of the challenges to building capacity in a rural state was being able to meet face-to-face with administrators and initiative leadership. Moving meetings and trainings to a virtual platform met with obstacles caused by the infrastructure surrounding on-line communication. Service to some buildings, speed of internet connections, interruptions from background noise or joining/leaving the meetings, were all things we had to work through. Access to more advanced was to meet in virtual space will be explored in the future. These accomplishments foster sustainability as these were achieved through teamwork between state and local school leadership, a true collaboration. An iterative process of implementing ideas, getting feedback, and adapting or changing methods was critical to what was achieved by Year 5. The concept of "sustainability" is operationalized by the statements school building administrators made about their experience with implementing multi-tiered systems of support (see project performance goal 1.4.b above). Capacity building and how that has affected the school building is exemplified in this quote from a principal of one of the MTSS Schools:

"The camaraderie schools, districts, co-ops, and the OPI have developed by collaborating, communicating, and training together has been breathtaking. This collaboration has carried over to day to day operations as well. It is now standard practice to contact other schools, OPI, past trainers, consultants, etc. to ask questions or get advice on best practices." - Ennis Elementary, Ennis - Brian Hilton, Principal

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Grant Performance Report (ED 524B)
Project Status Chart

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9. Project Objective **[ ]** Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.1 - To pilot the MTSS Initiative, a braided approach to integrating RtI and MBI ,within a small cadre of Montana schools.

2.1.a. Performance Measure	Measure Type	Quantitative Data					
At the end of the <u>1st and 4th year</u> of the grant, 5 schools will be selected to participate in the initial training and development of the MTSS model, an integrated multi-tiered system of support.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10	**/**		**15**	**/**	

2.1.b. Performance Measure	Measure Type	Quantitative Data					
By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at 90% implementation at Tier 1. Baseline percentage of implementation will be established in Year 2. Subsequent years will report increase in percentage of implementation.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4 / 4	**100**		**4/4**	**100**

2.1.c. Performance Measure	Measure Type	Quantitative Data					
By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 2. Baseline percentage at Tier 2 will be established in <u>Year 3</u>. Subsequent years will report increase of percentage of Tier 2 implementation.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4/4	**100**		**2 / 4**	**50**

2.1.d. Performance Measure	Measure Type	Quantitative Data					
By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 3. Baseline percentage at Tier 3 will be	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

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			4 / 4	100		1 / 4	25

established in <u>Year 3</u>. Subsequent years will report increase of percentage of Tier 3 implementation.

2.1.e. Performance Measure	Measure Type	Quantitative Data					
By the end of year 5, the aggregated MTSS pilot schools in cohort 1 will demonstrate improvement in student outcome data, using the criteria of 80% of students at proficiency levels, or Tier 1. Tier 2 and 3 data will be reported in the explanation.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		68 /100	68

Explanation of Progress (Include Qualitative Data and Data Collection Information)

GOAL 2 - Objective 2.1 - To pilot the MTSS Initiative, a braided approach to integrating RtI and MBI ,within a small cadre of Montana schools.
Overview
In Year 1 of the grant period, schools made applications to the Office of Public Instruction (OPI) to participate in the braided approach, MTSS pilot project. Six schools were selected from the applicants. We lost 2 schools over the 5 year period; West Elementary in Year 2 because of a district-wide decision that competed for staff time to participate and East Valley Middle School at the end of Year 4. The 4 remaining schools comprise our "static" sample over the 5 year period; quantitative results for Year 5 are based on the 4-school sample. These schools worked with state trainers and the MTSS Trainer to develop a Montana MTSS Model represented by the MTSS Essential Components Fidelity Checklist. Pilot school administrators and teams met tri-annually and communicated monthly during the school year via webinars to share experiences, provide feedback to leaders, and develop "next steps" in their evolution to a fully implemented MTSS framework. Cohort 1, originally 6 schools, was followed by application and selection of Cohort 2 during Year 3, comprised of 12 schools. Cohort 2 began in Year 4 and by the end of Year 5 was comprised of 11 schools. A total of 15 schools completed the SPDG grant training and activities by Spring 2015 (Year 5) to develop the Montana MTSS Model. These schools are located in different regions across Montana and range from grades K-12.

Project Performance Measure 2.1.a – "**At the end of the 1st and 4th year of the grant, 5 schools will be selected to participate in the initial training and development of the MTSS model, an integrated multi-tiered system of support.** "
Target = 10
Actual = 15

Selection - Schools submitted an application Titled "MTSS 2013-2014; LEA Application" that explained the benefits, commitments and actions needed to become a MTSS School in the initiative. The Administrator's signature constituted an agreement to specific commitment and participation requirements. These were:
Agrees to the following commitments and participation requirements:
1. Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
2. Establish a regular MTSS Team meeting schedule (minimum 2x per month).
3. Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
4. Align beliefs and practices in MTSS with implementation efforts.
5. Agree to adhere to specified project timelines
6. Implement evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.
7. Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.
8. Collect and submit data using SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
9. Attend all trainings and project events. Administrator attendance is mandatory at all trainings (see Training Schedule, appendix C).

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10. Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports and to guide professional development decisions.
11. Promote community and family awareness and participation in MTSS implementation

Applications were reviewed and schools were selected based on the criteria that they were already implementing either an RTI or MBI (PBIS) framework so that they had an understanding and working knowledge of tiered systems. Final selection decisions were made by the SPDG Director, Susan Bailey-Anderson and Marla Dewhirst, the MTSS Initiative Trainer. In Year 1, 6 schools were selected for Cohort 1; in Year 4, 12 schools were selected for Cohort 2. By the end of Year 5, Cohort 1 consisted of 4 schools and Cohort 2 consisted of 11 schools; 15 schools comprise the pilot schools for the MTSS Initiative. These schools range from K-12 and are located in different regions of Montana.

Cohort 1:
Broadwater Elementary
Chief Joseph Middle School
Paxson Elementary
Stevensville Elementary

Cohort 2:
Anderson Elementary
Bryant Elementary
Capital High School
CS Porter Middle School
Ennis Elementary

Garfield Elementary
Highland Park Elementary
Lewis & Clark Elementary
Morning Star Elementary
Sacajawea Middle School
Whittier Elementary

Project Performance Measure 2.1. b – "By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at 90% implementation at Tier 1. Baseline percentage of implementation will be established in Year 2. Subsequent years will report increase in percentage of implementation."
Target = 100%
Actual = 100%
Numerator = number/percentage of MTSS Cohort I schools reaching implementation fidelity of 90% or greater at Tier 1 by end of Year 5.

The MTSS Project uses the ISSET to determine percent of fidelity of MTSS implementation for Tiers 1, 2 and 3 (see Program Performance Goal 2.d for a description of the ISSET). The ISSET is administered by MTSS Consultants and the Project Leader as an external evaluation. As explained in Project Performance Measure 2.1.a, Cohort 2 joined the initiative this year. Cohort 1 data will continue to be utilized for the marker of improvement, but Cohort 2 data will be presented in this narrative with Cohort 1 data, to demonstrate the process and replication of implementation over time. Cohort 1 data for Year 5 are compared to Years 3 and 4 data in the first table below. Results this year indicate substantial progress at Tier 1 so that all 4 MTSS Cohort I schools reached the criterion of 90% or greater. Two of the schools reached criterion in Year 5 (Paxson and Stevensville) and the remaining surpassed criterion in Year 5 (Broadwater and Chief Joseph)

COHORT 1 - MTSS Implementation – Behavioral Tier Systems -Year 5 –Compared to Years 3 and 4
External Evaluation (ISSET)

MTSS School	Tier 1 %			Tier 2 %			Tier 3 %		
	Year 5	Year 4	Year 3	**Year 5**	Year 4	Year 3	**Year 5**	Year 4	Year 3
Broadwater Elementary	**98**	87.5	72	**88**	**94**	62	**83**	53	42
Chief Joseph Mid Sch	**95**	70	80	**88**	43.8	44	**67**	33.3	47
East Valley Middle Sch	**NR**	64	58	**NR**	50	19	**NR**	0	31
Paxson Elementary	**100**	92.5	85	**75**	75	87	**78**	55	58
Stevensville Elementary	**90**	94	77	**69**	50	12	**53**	73	41
West Elementary	**NA**	NA	95	**NA**	NA	94	**NA**	NA	55
MTSS Project %	**95.8%**	81.6%	77.8%	**80%**	62.6%	53.0%	**70.3%**	42.9%	45.7%
% of Schools Implemented to Criterion*	**100%**	40%	17%	**50%**	20%	33%	**25%**	0%	0%

NR = not reported; NA = West dropped out of initiative end year 3
*The criteria set in this Program Performance Goal for full implementation of MTSS is for Tier 1 – 90% ;
Criterion for Tiers 2 and 3 – 80% (See Project Performance Goals 2.1.b, c, and d)

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Project Performance Measure 2.1.c - **"By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 2. Baseline percentage at Tier 2 will be established in Year 3. Subsequent years will report increase of percentage of Tier 2 implementation."**
Target = 80%
Actual = 50%
Numerator = number/percentage of Cohort 1 MTSS Schools reaching a criterion of 80% for Tier 2 supports at the end of Year 5.
Results for this measure are shown in the Table above for Measure 2.1.b.under Tier 2% heading

This goal is written as percentage of MTSS Schools reaching the criterion of 80% implementation at Tier 2. The average across Cohort 1 was 80% implementation with fidelity at Tier 2. It should be noted that two schools scored 88, well above target, while the two remaining schools scored 75 and 69, approaching the target.   Given the process of developing the whole infrastructure, especially at Tier 2, in a relatively short time period, their achievement is understated by the target that was set for this goal.   The fact that all schools met or exceeded the Tier 1 foundational level demonstrates the phenomenal work that was done to build tiered systems.

Project Performance Measure 2.1.d – **"By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 3. Baseline percentage at Tier 3 will be established in Year 3. Subsequent years will report increase of percentage of Tier 3 implementation."**
Target = 80%
Actual = 25%
Numerator = number/percentage of Cohort 1 MTSS Schools reaching a criterion of 80% for Tier 3 supports at the end of Year 5.
Results for this measure are shown in the Table above for Measure 2.1.b. under Tier 3% heading.

In retrospect, the target of 80% of schools reaching 80% implementation with fidelity at Tier 3 was overly ambitious. The goal is written as percentage of MTSS Schools reaching the criterion of 80% implementation. The average across Cohort 1 was 70.3% at Tier 3. It should be noted that schools scored 83, 78, 67 and 53, meaning that two schools met or almost met the criterion of 80% and two schools were above or well above 50% implementation. Given the process of developing the whole infrastructure, especially at Tier 2, in a relatively short time period, their achievement is understated by the target that was set for this goal.

The table below displays results of the ISSET for the 11 schools in Cohort 2 at the end of Year 5, compared with Year 4. Results for Cohort 2 are impressive as they show a substantial increase from Year 4 when they began implementation of the MTSS process of tiered services. Note that project average results across Cohort 2 schools very nearly approach criterion at all 3 levels; Tier 1 87.8% (criterion 90%), Tier 2 75.1% (criterion 80%) and Tier 3 76% (criterion 80%). Percentage of schools reaching criterion are shown in the table are:
Tier 1 – 73% of schools met the 90% criterion in their second year of implementation, dramatically up from Year 4 when 17% met criterion
Tier 2 – 54.5% of schools met the 80% criterion, while no schools made the benchmark last year.
Tier 3 – 64% of schools met the 80% criterion, which no schools made the benchmark last year.

COHORT 2 - MTSS Implementation – Behavioral Tier Systems -Year 5 Compared to Year
External Evaluation (ISSET)

MTSS School	Tier 1 %		Tier 2 %		Tier 3 %	
	Year 5	Year 4	**Year 5**	Year 4	**Year 5**	Year 4
Anderson School	**96**	87.5	**100**	56.5	**100**	77.6
Bryant Elementary School	**95**	95	**94**	69	**83**	30.7
Capital High School	**98**	77.5	**96**	62.8	**83**	55.7
CS Porter Middle School	**98**	82.5	**100**	75	**89**	78
Ennis Elementary School	**62**	41.8	**62**	0	**50**	55.6
Garfield	**92**	37.5	**81**	37.5	**100**	5.5
Highland Park	**50**	37.5	**31**	37.5	**22**	5.5
Lewis & Clark	**100**	90	**100**	68.8	**100**	77.8
Morning Star Elementary	**92**	80	**62**	18.8	**61**	55.6

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Polson High School	**NR**	72.5	**NR**	65	**NR**	0
Sacajawea Middle School	**95**	74.2	**62**	37.5	**92**	5.5
Whittier Elementary	**88**	70	**38**	56.3	**56**	52.8
MTSS Project Ave %	**87.8%**	70.5%	**75.1%**	48.7%	**76.0%**	41.7%
% of Schools Implemented to Criterion Tier 1 = 90%; Tiers 2 & 3 = 80%	**73%**	16.7%	**54.5%**	0%	**63.6%**	0%

We add the following information as our academic measure of tiers. The ISSET does not fully address the academic aspect. The RTI-Evaluation Survey is one that each school completes online with their RTI consultant each fall. Thi8s year, their consultant also worked with schools to complete a final online survey so that we present performance levels at the end of the grant period. For a full explanation of the RTI Evaluation Survey, see Program Performance Goal 2.a/b. Results for Year 5, as compared to Years 2, 3 and 4 are shown in the table below. An implementation percentage for Year 5 was calculated for each school by dividing the points scored on the evaluation by the total points of 33 that indicates full implementation with fidelity. We report on the 4 remaining schools in Cohort 1 for Year 5, although the two schools that left the project remain in the table. Notably, two of the schools, Chief Joseph Middle School and Stevensville Elementary, are almost at full implementation with scores of 97% and 91% in the spring of 2015. The schools will continue to analyze these RTI data to problem solve how to refine their systems to improve fidelity of RTI Implementation as part of the braiding of academic with social/behavioral systems.

Cohort 1 MTSS Schools – RTI Implementation Scores Years 2, 3, 4, and 5

	Year 2		Year 3		Year 4		Year 5		Year 5	RTI Implementation Level Key and Scoring		Points
MTSS School Cohort 1	**] Score**	**Level**	**Score**	**Level**	**Score**	**Level**	**Score**	**Level**	**% Full Implement**			
Broadwater Elementary	23	Imp B	15	Imp A	16	Imp A	22	Imp B	66.7%	Exploring A	Exp A	0-5
Chief Joseph Middle Sch	4	Exp A	17	Imp A	11	Exp B	32	Sus	97.0%	Exploring B	Exp B	6-12
East Valley Middle Sch	13	Imp A	22	Imp B	23	Imp B	NR	NR	NR	Implementing A	Imp A	13-18
Paxson Elementary	10	Exp B	5	Exp A	11	Exp B	15	Imp A	45.4%	Implementing B	Imp B	19-27
Stevensville Elementary	25	Imp B	26	Imp B	23	Imp B	30	Sus	91.0%	Sustaining	Sus	28-33
West Elementary	21	Imp B	12	Exp B	N/A	N/A	N/A	N/A	N/A			
MEAN Score Implementation Level							24.8	Imp B				

Cohort 2 schools also completed the RTI Implementation Survey with their consultant in Spring 2015. Results are shown in the table below. Impressively, Bryant Elementary is fully implemented (100%), while Anderson is at 91% and Lewis and Clark approach the 90% benchmark with a 87.9% score.

Cohort 2 MTSS Schools - RTI Implementation Scores Years 5

	Year 5		Year 5
MTSS School Cohort 2	**Score**	**Level***	**% Full Implement**
Anderson Elementary	30	Sus	91.0%
Bryant Elementary	33	Sus	100.0%
Capital High School	1	Exp A	3%
Ennis School	22	Imp B	66.7%

Garfield Elementary	17	Imp B	51.5%
Highland Park	22	Impl B	66.7%
Lewis & Clark	29	Sus	87.9%
Morning Star Elementary	14	Imp A	42.4%
CS Porter Middle School	15	Imp A	45.5%
Sacajawea	19	Imp B	57.8%
Whittier Elementary	3	Imp A	9.1%
MEAN Score Implementation Level			

*See Key in Table above Cohort 1

Project Performance Measure 2.1.e - "By the end of year 5, the aggregated MTSS pilot schools in cohort 1 will demonstrate improvement in student outcome data, using the criteria of 80% of students at proficiency levels, or Tier 1. Tier 2 and 3 data will be reported in the explanation."
Target =80%
Actual = 67.9%
Numerator/Denominator = Number of students K-6 at Tier 1 proficiency levels/ divided by total student population.

Unfortunately, only 2 of the 4 Cohort 1 schools used CBM reading measures in Year 5. The other two schools changed reading benchmark assessments to measures that could not be equated with DIBELS or AIMSweb measures. Therefore, the actual performance across the 4 schools cannot reported for Year 5. The two schools, when compared to year 4 schools, declined at number of students at Tier 1 reading proficiency with 67.9% in year 5 compared to 70.1% in year 5. Again, this is not a true comparison as the aggregated data does not include two of the schools.

COHORT 1 - MTSS Schools (N=2) – Benchmark Data –- Year 5, Spring 2015, Compared to Year 4

Tier		Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6*	Totals/%
1	**# Students Tier 1**	86	87	30	35	44	45	38	
	Mean Score	54	101	129	155	161	171	161	
	Mean Range of Scores	36-72	41-161	90-168	112-198	118-204	127-215	125-197	
	% Total Students Tier 1	**92.9%**	**68.7%**	**57.0%**	**49%**	**61%**	**71%**	**76%**	**67.9%**
	Year 4 % at Tier 1	91.4%	72.3%	69.9%	65.4%	60.3%	61.0%	54.3%	**70.1%**
2	**# Students Tier 2**	2	26	18	28	14	13	5	
	Mean Score	22	30	80	94	107	113	113	
	Mean Range of Scores	0	21-39	71-89	80-107	99-115	104-122	108-117	
	% Total Students Tier 2	**2.4%**	**19.7%**	**34%**	**39%**	**19%**	**21%**	**10%**	**20.7%**
	Year 4 % at Tier 2	8.2%	18.7%	14.0%	21.5%	28.2%	22%	29.9%	**18.8%**
3	**# Students Tier 3**	3	14	5	9	14	5	7	
	Mean Score	0	13.8	40	49	54	61	59	
	Mean Range of Scores	0	9-18.5	13-67	19-79	13-95	39-83	15-103	
	% Total Students Tier 3	**4.7%**	**11.5%**	**9%**	**13%**	**19%**	**8%**	**14%**	**11.3%**
	Year 4 % at Tier 3	.4%	9%	15.1%	13.2%	11.6%	16.9%	15.9%	**11.1%**

MTSS Cohort 1 overall academics across grades and schools look like this:

Tier	Criterion	Actual	Difference
1	80%	67.9%	-13.1%
2	12%	20.7%	+8.7%
3	8%	11.3%	+3.3%

MTSS schools examine their scores based on the same criterion. Therefore, efforts at each school to improve reading scores will increase tier 1 and decrease tiers 2 and 3 percentages.

We also report Cohort 2 reading benchmark scores. Again, by Spring 2015, some schools changed reading benchmark assessment measures so that only 5 schools reported CBM scores. In the table below, we compare Year 5 benchmark results to Year 4 benchmark, keeping in mind that this is not an accurate comparison because we are not comparing all the same schools; 5 schools year 5, 10 schools year 4.

COHORT 2 - MTSS Schools (N=5*) – Benchmark Data –- Year 5, Spring 2015 – Compared to Year 4

Tier		Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6*	Totals/%
1	**# Students Tier 1**	138	278	40	116	40	121	20	
	Mean Score	59	105	129	155	167	174	165	
	Mean Range of Scores	39-79	51-160	94-164	110-199	120-215	126-221	132-198	
	% Total Students Tier 1	**94.6%**	**88.5%**	**62%**	**78.6%**	**86%**	**92.4%**	**83.3%**	**83.6%**
	Year 4 % at Tier 1	92%	83%	73%	78%	76%	71%	77%	**78.6%**
2	**# Students Tier 2**	9	28	8	26	6	7	3	
	Mean Score	11	22	83	93	53	79	113	
	Mean Range of Scores	8-13	16-28	80-86	85-101	48-59	76-82	107-119	
	% Total Students Tier 2	**6%**	**8.9%**	**15.1%**	**17.1%**	**12.8%**	**5.3%**	**12.5%**	**11.1%**
	Year 4 % at Tier 1	7%	11%	20%	16%	17%	19%	19%	**14.8%**
3	**# Students Tier 3**	4	10	5	10	1	5	1	
	Mean Score	0	2.4	43	44	47	57	84	
	Mean Range of Scores	0	.3-4.5	37-49	22-65	0	49-64	0	
	% Total Students Tier 3	**2.6%**	**3.2%**	**9.4%**	**6.6%**	**2.1%**	**3.8%**	**4.2%**	**4.6%**
	Year 4 % at Tier 1	1%	7%	7%	6%	7%	10%	5%	**6.5%**

* Cohort 2 had 5 schools who submitted CBM data that could be used for this outcome. The remaining schools used other types of assessments that could not be used with CBM benchmark data.

MTSS Cohort 2 overall academics across grades and schools look like this:

Tier	Criterion	Actual	Difference
1	80%	83.6%	+3.6%
2	12%	11.1%	-.9%
3	8%	4.6%	-3.4%

These results for the 5 schools in Year 5 demonstrate achievement of all 3 tiers' reading benchmark goals and shows improvement over Year 4.

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U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

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PR/Award # (11 characters): **H323A100009**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.2 - To continue and refine support available to all Montana schools adopting a multi-tiered system of support for academics (RtI) or behavior (MBI)

2.2a. Performance Measure	Measure Type	Quantitative Data					
In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of Professional Development training will be provided across Montana RtI school teams. Levels of PD are (1) awareness, (2) deeper understanding & initial implementation, (3) systematic targeted intervention, (4) fidelity of implementation and culture change.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	**/**		**91**	**/**	

2.2b. Performance Measure	Measure Type	Quantitative Data					
In each of the 2nd through 5th years of the grant, 85 percent of RtI school team members participating in training workshops will report training was useful, relevant and clear in guiding their RtI implementation at the school level.	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3.4 /4	**85**		**3.5 /4**	**88**

2.2c. Performance Measure	Measure Type	Quantitative Data					
Over the 2nd through 5th years of the grant, each Montana RtI school will be evaluated for an increase in their level of implementation by the school site coach. Results are aggregated at the state level with the expectation that extent/levels of implementation will gradually increase through the 5th year. The 2nd year establishes baseline, years 3, 4 and 5 will report increases. **Request Delete: Redundant with GRPA 2.a**	**PROJ**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		N/A	**/**		**N/A**		

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2.2d. Performance Measure	Measure Type	Quantitative Data					
In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of implementation for MBI will be provided to school teams adopting a multi-tiered system of supports. .	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	**/**		**320**	**/**	

2.2e. Performance Measure	Measure Type	Quantitative Data					
In each of the 2nd through 5th years of the grant, 85 percent of MBI school team members participating in training workshops will report training was useful, relevant and clear in guiding their MBI implementation at the school level.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3.4/4	**85**		**3.6/4**	**90**

2.2f. Performance Measure	Measure Type	Quantitative Data					
In the 3rd through 5th years of the grant, each Montana MBI school will be evaluated for an increase in their level of implementation by the school. Results will be aggregated across schools with Year 3 establishing a Baseline and Cohort of schools to measure progress. By the end of Year 5 the aggregated percent implemented for Year 3 Cohort MBI Schools will be 90%	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	**90**		**/**	**999**

2.2g. Performance Measure	Measure Type	Quantitative Data					
By the 5th year of the grant, schools participating in the RTI-Elementary initiative in the 3rd year cohort will show an increase in student reading performance outcomes. Tier 1 student reading scores in the aggregate cohort year 3 will attain 80% proficiency levels. Year 3 and 4 will show progress toward the target of 80% baseline.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	**80**		**66/100**	**66**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

GOAL 2 - Objective 2.2 - To continue and refine support available to all Montana schools adopting a multi-tiered system of support for academics (RtI) or behavior (MBI)
Overview
The Montana Office of Public Instruction instituted the Montana Behavioral Initiative (MBI), a Positive Behavior Supports (PBIS) tiered approach about fifteen years previous to the current grant funding. Additionally, the RTI Initiative was launched by the OPI in 2006 with a pilot project, and then more broadly in 2009 based on that pilot project. The intent of this objective for use of SPDG grant funding was for continued development and support via professional development and technical assistance to schools adopting either MBI or RTI prior to or during the five year grant period. Progress and outcome for this objective is measured by number of trainings and ratings of trainings by participants for the MBI and RTI Initiatives. Additionally, we measured student reading achievement over time in RTI implementing schools as the ultimate student outcome.

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Project Performance Measure 2.2a – "**In each of <u>the 2nd through 5th years</u> of the grant, at least 2 training opportunities aligned with each level of Professional Development training will be provided across Montana RtI school teams. Levels of PD are (1) awareness, (2) deeper understanding & initial implementation, (3) systematic targeted intervention, (4) fidelity of implementation and culture change.**"

Target = 2 per training level/8 total
Actual = 91 total trainings; Level 1=14, Level 2=54; Level 3=18; Level 4= 5

During year 5, SPDG funds provided a total of 91 trainings related to the RTI Elementary and RTI Secondary Initiatives. The types of trainings included initial skills training, follow-up training, and site visits for technical assistance. This performance measure specifies at least 2 training opportunities at each PD Level. These are described in the chart below, the Professional Development Levels used by Consultants and Facilitators to designate the level of training. As can be seen the table below these descriptions, we far exceeded the requirement of at least 2 opportunities per level. When looking at levels by region, only Region IV did not have trainings at Level IV. However, personnel from this Region often attend trainings in an adjacent Region so they may have had access to Level IV. The table below the definitions outlines how the 250 trainings were distributed by CSPD Region, type of training, site of training, and mode of training.

Description of Professional Development Levels	
Level I	Professional development at this level is designed to provide the awareness and basic introduction to the topic/skill for all school personnel. It is intended to identify, explore and develop awareness, and a basic understanding of the topic/skill. It may be as short as 2-3 hours. Intended audience includes: All School Personnel including certified staff, classified staff, school board members, and administrators in Montana.
Level II	Professional development at this level provides opportunities to deepen topic/skill knowledge for instructional personnel. Events provide professional development that allows instructional personnel to actively practice the topic/skill that is being taught. In addition, participants will plan how and when they will be implementing the topic/skill into their practice, making this level more intensive and job embedded than Level I. Intended audience includes: Classroom Teachers, Para-educators, administrators, and other school personnel as appropriate.
Level III	This professional development supports team and/or organizational change. Professional development at this level provides high-quality, job-embedded, sustained training in strategies for developing, implementing and evaluating learning experiences that are: based on goals, aligned with standards, and exemplify best instructional practices. Instructional personnel will require additional time to implement the topic/skill. Professional development at this level measurably impacts practice in the classroom and other school areas. Intended audience includes: administrators, teachers, and other school or consortium personnel team as appropriate for the school/district size.
Level IV	Professional development at this level could be two-fold: a train-the-trainer event or on-site coaching/training. It continues to build on previous levels and supports culture change to focus on the degree and quality of implementation for increased student outcomes. This professional development creates and sustains a network of experienced educators who assess and support the application of new knowledge and skills. Level IV Professional Development will train participants to provide ongoing support and guidance, identify areas of need for additional support, and disseminate the ideas and methods that exemplify best practices in instruction. Intended audience includes: trainers/coaches of school personnel and education leaders.

RTI-Elementary & Secondary – Training Sessions Summary Year 5

# Trainings by Professional Dev. Level	Region I	Region II	Region III	Region IV	Region V	# Trainings by Level	# Trainings by Location		# Type of Training		Training Mode	
Level I	3	7	0	0	4	14	School site	52	Initial Skills	27	Onsite	88
Level II	3	12	11	0	28	54	Regional /State	36	Follow Up Skills	30	Webinar	3
Level III	1	7	0	1	9	18	Distance Technology	3	Site Visit Process	34		
Level IV	0	1	0	0	4	5						
TOTAL	7	27	11	1	45	91		91		91		91

Project Performance Measure 2.2b - In each of the 2nd through 5th years of the grant, 85 percent of RtI school team members participating in training workshops will report training was useful, relevant and clear in guiding their RtI implementation at the school level."
Target = 85%
Actual = 88%
Numerator/Denominator = grand mean rating score across trainings (3.5) divided by total possible (4).

Training evaluations were not available for the external evaluator for RTI trainings during Year 5. Therefore, Year 4 results are presented as representative of training quality given that RTI trainings have been manualized (for fidelity of trainng) and the same Consultants trained in Year 5 as in Year 4.

To evaluate this performance measure, a random selection of training date evaluations and types of trainings were analyzed and are summarized the table below. RTI-Elementary trainings are reported for this item. For RTI-Secondary training ratings, refer to Project Performance measure 1.2e. The evaluations are rated on a 4-point scale, with 1 the lowest and 4 the highest. Means were calculated for each item of the evaluation per training and a mean for the item was calculated by averaging the means across trainings. A Grand mean was derived by adding the Mean Item Scores (in the last column) and dividing by 6 (items). A percentage was calculated by dividing the Grand Mean and percentage of effectiveness. The RTI-Elementary evaluations were analyzed and reported in Year 3 using the same method of random selection. Therefore, the item means and the Grand Mean and percent of effectiveness are compared from Year 3 to Year 4.

RTI-Elementary SPDG Regional Training evaluation results are displayed in the table below. The trainings are attended by RTI school teams from across the state and are comprised of administrators, general education and special education teachers, school psychologists and counselors. Evaluations are completed at the end of training sessions to provide feedback to the RTI Consultants and RTI State Coordinator. RTI training materials have been manualized and in Year 4, an "Elementary Training Timeline" was developed so that there is not only consistency of what is trained, but when schools are trained during their evolution as a RTI School.

Evaluations for Year 4 yielded a Grand Mean across trainings and items of 3.5, or 88% effectiveness overall. This is an increase in ratings from Year 3, which was rated at 3.4 and at 85% effectiveness. With the new "Elementary Training Timeline" that guides timing on when to train relevant to a schools evolution, items such as "aligned with my need" and "will be able to apply" will be rated higher in Year 5 because of an even better match to needs and level of understanding so that skills can be applied.

Notably, for item respondents are asked to reply "would you recommend this training to another person?"; 91% responded "yes" this year compared to 88% in Year 3.

RTI-Elementary – SPDG Regional Training Evaluations, Year 4

RTI Elementary Regional On Site/Webinar Trainings March, 2013 to February 2014 SPDG sponsored 35 regional trainings **6 Items Rated – 1 (lowest), 2, 3, 4 (highest)**	Mean Evaluation Ratings by Training Session							COMPARE
	9/26/2013 Face-to-face	10/29/2013 #1 webinar	10/29/2013 #2 Face-to-face	11/12/2013 Face-to-face	2/4-5/2014 Face-to- face	2/20/2014 webinar	YEAR 4 Mean Scores Across Trainings by Item	YEAR 3 Mean Scores Across Trainings by Item
Overall, the presenters demonstrated thorough knowledge of the topic	3.7	4	4	3.8	3.4	3	**3.7**	**3.6**
The content presented was aligned with my need	3.4	3.8	4	3.8	3	3	**3.5**	**3.3**
I will be able to apply what I learned	3.5	3.8	4	3.6	3	2.6	**3.4**	**3.4**
The workshop hands-on activities were useful	3.6	3.5	3.8	3.8	2.9	2.6	**3.4**	**3.3**

There was an opportunity for collaborative learning with other participants.	3.8	4	4	3.8	3.2	2.6	**3.7**	**3.5**
The training activities were designed for diverse learning styles	3.3	3.8	4	3.4	3	2.6	**3.4**	**3.2**
*Would you recommend this session to a colleague?	100%	100%	100%	100%	67%	80%	**91%***	**88%***
Grand Mean and Percent Across Trainings= 3.5 88%								**3.4; 85%**

*Percent of attendees who responded "yes"

Project Performance Measure 2.2.c - **Over the 2nd through 5th years of the grant, each Montana RtI school will be evaluated for an increase in their level of implementation by the school site coach. Results are aggregated at the state level with the expectation that extent/levels of implementation will gradually increase through the 5th year. The 2nd year establishes baseline, years 3, 4 and 5 will report increases.**

Requested Delete: Redundant with GRPA 2.a

Project Performance Measure 2.2.d - In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of implementation for MBI will be provided to school teams adopting a multi-tiered system of supports."
Target = 8
Actual = 320

The MBI Initiative hosts a Summer Institute yearly in June for an entire week. There are about 40 sessions available per day, addressing different levels of implementation and various skills at each level. In addition, MBI Consultants work with school teams throughout the year offering skills training, follow-up training, and technical assistance. The target of 8, that is 2 per level of implementation, was drastically underestimated, given the Summer Institute.

Project Performance Measure 2.2.e – "In each of the 2nd through 5th years of the grant, 85 percent of MBI school team members participating in training workshops will report training was useful, relevant and clear in guiding their MBI implementation at the school level."
Target = 85%
Actual = 90%
Numerator = Grand Mean rating across trainings and items on training evaluations (3.6); divided by total possible points (4.0).

After all MBI trainings, attendees complete training evaluations. The evaluator randomly selected 12 trainings from Year 5 to calculate Means by training and a Grand Mean and percentage of effectiveness over all trainings. Results are shown in the table below. A Grand Mean of 3.6 was calculated by averaging the training overall mean. The Percent Effectiveness was calculated by dividing the Grand Mean of 3.6 by 4 (total points possible), or 90%.

The 12 professional development sessions randomly selected for the evaluation included trainings at various levels of implementation and skill topics. For example, PD sessions included such skills/topics as: behavioral/mental health screening using the Systematic Screening for Behavior Disorders (SSBD), bullying prevention, Indian Youth – cultural aspects for behavioral expectations, and functional behavioral assessment (FBA) advanced training.

The table below displays Mean responses to an 8 item survey for each of the 12 sessions, with a grand mean for each session at the bottom of the table. The right hand column shows the mean response across sessions for each item. This information is used by MBI leadership to improve on training aspects that received lower ratings. For instance, from the results shown in the table, MBI presenters and trainers would focus on allotting enough time for participants to practice the skills during the sessions ensuring that participants receive feedback on their practice.

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Session Means and the Grand Mean for this year are compared to Year 4; results are the same at 90% 3.6/4 suggesting consistency in quality professional development.

MBI Training Evaluations Year 5 (2014-2015) Compared to Year 4 (2013-2014)
N=12 Randomly Selected

8 Items - Rated 1 (lowest), 2, 3, 4 (highest) TRAINING Number	1	2	3	4	5	6	7	8	9	10	11	12	Item Mean
Overall the presenters demonstrated thorough knowledge of the topic	4.0	4.0	3.6	4.0	3.9	4.0	3.9	4.0	4.0	3.7	4.0	4.0	**3.9**
The content presented was aligned with my needs and/or school goals	3.8	3..9.	3.2	4.0	3.7	3.6	3.5	3.9	3.8	3.7	3.9	3.8	**3.7**
I will be able to apply what I learned	3.8	3.6	3.0	4.0	3.7	3.6	3.3	3.8	3.8	3.1	3.8	3.8	**3.6**
I would recommend this session to my school and colleagues	3.9	3.9	3.0	4.0	3.7	3.6	3.5	3.9	3.4	3.9	3.9	3.9	**3.7**
The materials used helped or enhanced my learning	3.8	3.8	2.9	3.8	3.6	3.6	3.5	3.9	3.5	3.8	3.8	3.7	**3.6**
The training activities were designed for diverse learning styles	3.7	3.1	2.8	3.7	3.5	3,3	3.2	3.8	3.7	3.1	3.6	3.6	**3.4**
The time allotted for the topic covered was appropriate	3.7	3.7	3.2	3.9	3.6	3.8	3.6	3.9	3.8	3.1	3.7	3.4	**3.6**
Time to practice the ideas presented was allotted	3.6	3.1	2.6	3.7	3.7	3.9	2.7	4.0	3.8	3.0	3.6	3.3	**3.4**
Year 5 Means by Training	**3.8**	**3.6**	**3.0**	**3.9**	**3.7**	**3.6**	**3.4**	**3.9**	**3.8**	**3.3**	**3.8**	**3.7**	**3.6**
Year 4 Means by Training	3.9	3.7	2.9	3.9	3.8	3.8	3.7	2.9	3.7	3.4	3.6	4.0	**3.6**
Year 5 GRAND MEAN & PERCENTAGE ACROSS TRAININGS													**3.6 90%**
Year 4 GRAND MEAN & PERCENTAGE ACROSS TRAININGS													**3.6 90%**

Project Performance Measure 2.2.f – **"In the 3rd through 5th years of the grant, each Montana MBI school will be evaluated for an increase in their level of implementation by the school. Results will be aggregated across schools with Year 3establishing a Baseline and Cohort of schools to measure progress. By the end of Year 5 the aggregated percent implemented for Year 3 Cohort MBI Schools will be 90%."**

Target = 90%
Actual = 0

MBI Schools used the SET internally, but scores were not reported to the state in years 4 or 5 so that there are no data to report for this measure.

Project Performance Measure 2.2.g – **"By the 5th year of the grant, schools participating in the RTI-Elementary initiative in the 3rd year cohort will show an increase in student reading performance outcomes. Tier 1 student reading scores in the aggregate cohort year 3 will attain 80% proficiency levels. Year 3 and 4 will show progress toward the target of 80% baseline."**

Target = 80%
Actual = 65.7% (66%)
Numerator/Denominator = Number of students functioning at proficiency or better levels (Tier 1) in reading; divided by total number of students.

The data reported for this project performance measure is derived from reading benchmark scores for 19 of the 51 schools that participated in RTI-Elementary professional development in Project Years 3, 4 and 5 (see OSEP Program Goal 2.a). The remaining 32 schools used a variety of reading assessments selected by their districts that do not equate with reading CBM benchmark data and therefore cannot be used for this performance measure. Utilizing the approach of a "stable sample" enables us to look at progress across the 3 years with a "stable" sample of schools for which we have CBM reading benchmark data and could be considered "random selection" out of the 51 schools. It is important to note, the 19 schools whose reading benchmark data comprises this measure are at different implementation levels; some of the schools began professional development in Year 3 at the very beginning level of implementation. The nature of RTI-Elementary professional development in Montana is such that schools can take part in training and support, but can do so any number of years. A commitment is made to the OPI to participate consistently across years; the reality is that schools come and go for different reasons. The best reason is that they have reached their optimum performance and are evaluated as implementing RTI tiered services with fidelity at sustaining levels. In fact, 12 schools that achieved "sustaining with fidelity" status prior to Year 5 dropped out of the training between years 3 and 5. These schools continue to function at sustaining levels of the RTI process but do not provide reading benchmark data to the OPI; therefore these data are not included in outcomes. For these 12 schools, there is data for Year 3, but not for Years 4 and 5. It is highly likely that without these fully sustaining schools' data, which are functioning at optimal levels, the outcomes as shown below are quite understated.

The target of 80% was set at the beginning of the RTI-Elementary Initiative using the recommendation that schools should target 80% at tier 1. However, what was not foreseen when setting this goal was that the same schools did not participate in the RTI professional development across the 5 years. The shifting sample of schools is not conducive to performance analysis across years. The knowledge the evaluator has of RTI Implementation development over time would say that the 19 schools represented here are, in the aggregate, about where one would expect for schools that are "in development" and the fact that changes in student outcomes lag behind systems change. The ultimate goal of all school professional development is greater student outcomes; optimizing student potential. This outcome performance goal was set with that in mind, yet is very difficult to set a rational target goal.

The table below compares Year 3 to Year 5 reading benchmarks for Tiers 1, 2 and 3, by grade level. It has been important for implementing schools to look at data by grade level so that discussions center around what improvements can be made at each grade level in respect to evidence based curriculum, instructional methods, time in reading, School teams examined data to develop action plans for upcoming years. Schools are encouraged to use curriculum based measures 3 times a year in order to detect incremental changes in performance linked to their targeted improvements. These aggregated data are means at each grade level across the 19 schools. Data suggests a substantial gain for Grade 6 from 66.8% of students at the end of 2013 (Year 3) to 76.2% of 6th grade students at the end of 2015 Data suggests a substantial gain for Grade 6 from 66.8% of students at the end of 2013 (Year 3) to 76.2% of 6th grade students at the end of 2015 (Year 5). Correspondingly there were fewer 6th grade readers at tier 2 and 3 levels by Year 5. However, K-5 data indicates fewer students achieving proficiency by Year 5; correspondingly more readers at tier 2 or 3 levels.

RTI-Elementary Schools (N+19) Participated Years 3, 4 and 5 – Comparison Year 3 to Year 5

STATE AGGREGATED N=19 Schools , by grade		Kinder PSF	Grade 1 ORF	Grade 2 ORF	Grade 3 ORF	Grade 4 ORF	Grade 5 ORF	Grade 6 ORF	TTL Mean %
Tier 1	# Students Tier 1	706	575	464	393	276	427	236	3077
	Mean Score	55.5	91	134	151	156	169	157	
	Range of Scores	38-73	45-136	93-176	113-190	124-189	130-209	133-182	
YR 3	% of Total Students at Tier 1	92.5%	72.8%	64.7%	60.7%	59.6%	64.7%	66.8%	68.8%
Tier 1	# Students Tier 1	627	495	439	309	248	422	102	2642
	Mean Score	55	98	135	144	161	167	172	
	Range of Scores	37-72	44-152	92-177	114-174	126-197	130-205	132-212	
YR 5	% of Total Students at Tier 1	88.7%	72%	62.2%	50.9%	51.5%	58.2%	76.2%	65.7%
Tier 2	Number Students Tier 2	33	123	133	136	93	113	260	891
	Mean Score	14	27	75	96	108	105	74	
	Range of Scores	11-16	22-32	70-80	87-105	103-113	100-111	72-76	
YR 3	% of Total Students at Tier 2	4.0%	15.5%	18.2%	23.7%	18.2%	17.7%	13.4%	15.8%
Tier 2	Number Students Tier 2	38	133	127	176	137	122	16	749
	Mean Score	22	31	81	94	108	104	100	
	Range of Scores	17-26	24-37	75-87	85-103	101-115	97-110	98-103	
YR 5	% of Total Students at Tier 2	8.7%	18.8%	18.8%	30.3%	28.0%	21.8%	11.1%	19.6%
Tier 3	Number Students Tier 3	18	72	130	94	102	113	22	551
	Mean Score	1.5	12	43	36	62	66	65	
	Range of ScoresAc	1-2	8-16	25-60	22-49	38-87	50-82	54-77	
YR 3	% of Total Students at Tier 3	3.5%	11.7%	16.9%	15.0%	22.3%	17.5%	21.4%	15.5%
Tier 3	Number Students Tier 3	21	55	129	92	96	148	19	560
	Mean Score	1.9	11	43	56	66	68	49	
	Range of Scores	1.1-2.8	8-15	26-59	46-86	46-86	53-83	37-61	
YR 5	% of Total Students at Tier 3	2.6%	8.7%	19.0%	18.8%	20.4%	19.6%	12.7%	14.5%

The table below summarizes the data, comparing Years 3 to 5 and the net change of the 19 schools. Note a reduction in student enrollment in the 19 schools, with 568 fewer students; this is another factor that may affect outcomes as we are not comparing the same students.

SUMMARY – Year 3 to Year 5 N=19 Schools

	YEAR 3	YEAR 5	NET CHANGE
Tier 1 # Students	3077	2642	- 435
Grand Mean % Tier 1	68.8%	65.7%	- 3.1%
Tier 2 # Students	891	749	- 142
Grand Mean % Tier 2	15.8%	19.6%	+ 3.8%
Tier 3 # Students	551	560	+ 10
Grand Mean % Tier 3	15.5%	14.5%	- 1.0%
Ttl # Students	4519	3951	- 568

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003

PR/Award # (11 characters): **H323A100009**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

  GOAL 2 - Objective 2.3 - To pilot the implementation of models to extend RtI and PBIS braided approaches to the preschool level.

2.3a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
By the 2nd year of the grant, Recruit and identify 5 early childhood sites to participate in the implementation of a multi-tiered system of support model – MTSS-PreK.	**PROJ**	Raw Number	Ratio	%	Raw Number	Ratio	%
		5	**/**		**6**	**/**	

2.3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
During the 2nd through 5th years of the project, the MTSS PreK Leadership Team will meet at least 2 times per year to conceptualize implementation, scaling-up, and sustainability of a multi-tiered system of support at the preschool level.	**PROJ**	Raw Number	Ratio	%	Raw Number	Ratio	%
		2	**/**		**4**	**/**	

2.3c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
At least 10 consultants will be trained by the end of the 5th year in relation to the early childhood MTSS PreK pilot sites.	**PROJ**	Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		10	/	

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2.3d. Performance Measure	Measure Type	Quantitative Data					
During 2nd through 5th years of the grant, at least 2 trainings per year will be provided to MTSS PreK project personnel at either the state and/or national level.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		2	**/**		**0**	**/**	

2.3e. Performance Measure	Measure Type	Quantitative Data					
In Year 3 of the grant, percent of implementation with fidelity of MTSS-PreK components will be at 75%, in the 4th year at 85% and in the 5th year at 95%. Components are measured by the ELLCO, CLASS, BOQ-Pre-K, and IOP.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			95/100	**95**		**87/100**	**87**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

GOAL 2 - Objective 2.3 - To pilot the implementation of models to extend RtI and PBIS braided approaches to the preschool level.
Overview
The State of Montana OPI sought through this objective to pilot early childhood pre-k learning centers using multi-tiered student supports for academics and social emotional learning. The Early Childhood MTSS Pre-K Project was developed in partnership between the Montana OPI and the University of Montana - Institute for Educational Research and Services (IERS). Key IERS personnel have extensive knowledge of and experience with preschool learning, for both typically developing and developmentally delayed children, and the application of RTI and MBI in a preschool setting. The collaboration between IERS personnel and Montana OPI SPDG support and guidance was ideal for piloting the development of tiered services at the preschool level. In Year 1 of the grant, the Pre-K leadership team worked to recruit sites, met to discuss best practice and vision the model at each site, and attended national training in respect to early childhood education best practice. In Year 2, the leadership team worked with the preschool sites to gain insight into the new model, trained site personnel on best practice, and took baseline assessments to determine gaps for future planning. Years 3 through 5, the Pre-K leadership team continued to meet, attend trainings, provide training for site staff, assess outcomes, and met with SPDG leadership each year to discuss outcomes and future directions. The 5 benchmarks for this objective were attained each year.

Project Performance Measure 2.3a. – "By the 2nd year of the grant, leadership will recruit and identify 5 early childhood sites to participate in the implementation of a multi-tiered system of support model – MTSS-PreK."
Target = 5
Actual = 6 (at 8 sites)

In Year 5, there were 6 preschool programs participating as pilot Pre-K MTSS sites**.** In Year 2, seven preschool sites had been identified as ones with an interest in developing the Montana MTSS Pre-K Model. However, in Year 3, the Confederated Salish and Kootenai Tribes Early Childhood Services (CKTEC), expanded to 2 more sites within their program based on their capacity to sustain the work. Currently, Arlee, Polson and St. Ignatius sites are involved.   One site (Ronan) was withdrawn and replaced with Arlee at the end of Year Two. Libby Public Preschool is co-located in an inclusion model with Kootenai Valley Head Start. Therefore, the original reporting of two programs has been collapsed into one (now Kootenai Valley Head Start). As a result, the MTSS Pre-K Project worked through Year 5 with six Pre-K Early Childhood programs at eight locations. These remained the same for the balance of the 5 years.

Pre-K MTSS Early Childhood Learning Center Sites:

Pre-K Program	Site Location
1. Confederated Salish and Kootenai Tribes Early Childhood Services	- Arlee, Mt. - Polson, Mt. - St. Ignatius, Mt.
2. Ravalli Head Start	- Stevensville, Mt.
3. Kootenai Valley Head Start	- Libby, Mt.
4. Small Wonder Child Care	- Lewistown, Mt.
5. Great Falls Public Preschool	- Skyline-Great Falls, Mt.
6. Co-TEACH Preschool	- Institute for Ed Research and Service University of Montana, Missoula

Project Performance Measure 2.3b. – **"During the 2nd through 5th years of the project, the MTSS PreK Leadership Team will meet at least 2 times per year to conceptualize implementation, scaling-up, and sustainability of a multi-tiered system of support at the preschool level**."
Target = 2
Actual = 4

The MTSS Pre-K Leadership team met 3 times during Year 5, this year focusing on sustaining the systems at each site. Leadership met with site teams where site personnel had developed their site leadership roles. In this final year, the OPI made the decision to include the Pre-K Leadership team in the MTSS Leadership meetings to discuss how the two models aligned as braided systems of academics and social/behavioral development in students. However, once Pre-K Leadership had the opportunity to meet in this format, they decided that although both are braided systems, the K-12 school structure and dynamics vary greatly from pre-school structure and dynamics. Pre-K Leadership continued to meet with PreK site teams during Year 5.

Leadership team meetings dates and topics summarized in the table below.

Meeting Date	Topics Discussed
06/23/14	Meeting at Montana Behavioral Summer Institute (June 2014, Bozeman) – discussed the MTSS model in preschools with preschool teams and state leadership in MTSS. Developed strategies to ensure sustainability of infrastructure built in pilot sites over previous 3 years. Pre-K Leadership developed action plan for last year of project with specific steps to implement.
09/15/14	Met with State SPDG Leadership to discuss Year 5 implementation and focus on sustainability for those sites that are fully implemented as assessed by BOQ, ISSET, CLASS and ELLCO. PreK Leadership will meet with MTSS Initiative Leadership via webinars.
02/20/15	PreK Leadership met to discuss progress at 6 sites; gaps in delivery were discussed and ways to coach; final assessments will be scheduled with each site for Spring 2015. Discussion of differences in Pre-K versus K-12 MTSS and that topics and trainings do not align; although the basic pyramid of tiers is the same, the dynamics of preschool are much different.
05/15/15	Met for "wrap-up" of pilot project. Presented assessment outcomes for Spring 2015. Site leadership teams met with leadership at Great Falls Pre-School to "tour" their program, which is fully MTSS implemented and has been very successful in student outcomes. Future expansion of the pilot project to other early childhood sites across the state was discussed.

Project Performance Measure 2.3c. – " At least 10 consultants will be trained by the end of the 5th year in relation to the early childhood MTSS PreK pilot sites."
*Target =*10
Actual = 10

Although the goal was to develop a cadre of Consultants, what was actually developed was an internal coach at each site (6 preschools, 8 sites) as well as 2 external consultants (PreK Leadership Consultants). Each site is defined and implemented coaching in slightly different ways that were socially valid to their specific site. This was accomplished in consultation with PreK Leadership Consultants. As has been ongoing through the term of the project, two highly-qualified project staff from IERS are the consultants to all sites. If the Pre-K MTSS Model is to be expanded in the future, the site coaches may very well be the Pre-K MTSS Consultants for other schools.

Project Performance Measure 2.3d. – "During 2nd through 5th years of the grant, at least 2 trainings per year will be provided to MTSS PreK project personnel at either the state and/or national level."
Target = 2
Actual = 0
In this final year of the grant, the Pre-K Leadership team members did not participate in state or national level training funded by SPDG funds. However, in all previous years, these Pre-K leaders participated in numerous state and primarily national trainings to gain a building knowledge about best practice in early childhood academic and social/behavioral learning.

Project Performance Measure 2.3e –" In Year 3 of the grant, percent of implementation with fidelity of MTSS-PreK components will be at 75%, in the 4th year at 85% and in the 5th year at 95%. Components are measured by the ELLCO, CLASS, BOQ- Pre-K, and IOP."
Target = 95%
Actual = 87%

This performance measure was revised in Year 3 to reflect the performance measures developed by the Montana MTSS Pre-K team after training with the U.S. Department of Education TACSEI/CSEFEL. It was decided to establish the baseline in Year 3, and estimate a realistic gain for each year after. Year 3 performance was at 74.8%, so that a 75% baseline was indicated. Performance measure goals for Years 4 (85%) and 5 (95%) were set, with the caveat that this is a pilot program initiative so that expectations for outcomes are estimates only; there is no previous work upon which to base outcomes.

The MTSS Pre-K Team selected 4 performance measures to evaluate the early childhood classrooms on essential components such as overall classroom environment, student-teacher interactions, early literacy and language, behavioral expectations, teaming and social-emotional support. The performance measures were:
(1) Early Language and Literacy Classroom Observation (ELLCO) – 5 Domains - academic early learning supports
(2) Classroom Assessment Scoring Systems (CLASS) – 3 Domains – social/emotional supports
(3) Benchmarks of Quality Pre-School (BOQ-PS) – 9 Domains – positive behavior supports
(4) Inventory of Practice (IOP) – 4 Domains - this was not administered across sites in Year 5 so is not reported here.

However, in Year 5, the IOP was only administered at 2 sites, making this specific measure unreportable. However, we do report Year 5 outcomes on the ELLCO, CLASS, and BOQ-PS. A summary of the Grand Mean for each measure is shown below for Year 5 (shaded area) as compared to the baseline at Year 3. Since these measures represent academic, social/behavioral, and classroom behavioral management domains, the significance of attaining a grand mean of 86.5% across 6 sites is quite remarkable, given the novelty of braided systems just 3 years previously. Results from the 3 performance measures by site for Year 5 are shown below this summary table.

Performance Measure	Grand Mean Across MTSS Pre-K	
	Year 3	Year 5
ELLCO	76%	88%
CLASS	74%	79%
BOQ	76.7%	92.6%
IOP	97.3%	NR
Grand Mean	**81%**	**86.5%**
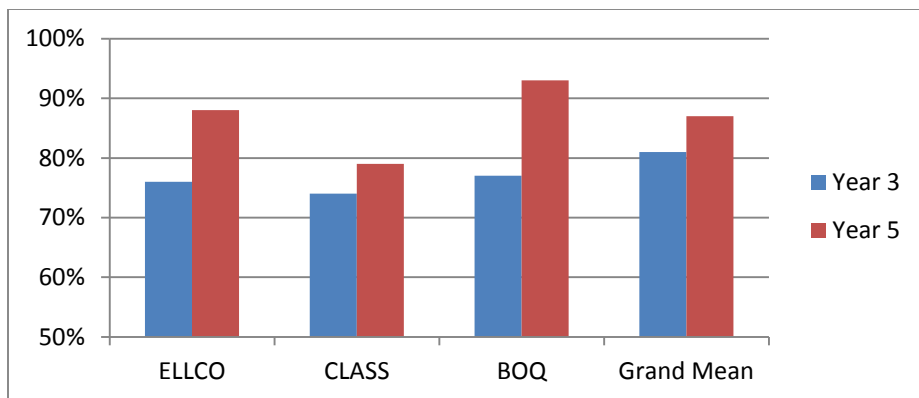
The above graph displays the achievements for each measure and the Grand Mean across the measures for the Pre-K MTSS Project. The greatest gains were made in the aearly academic learning process (ELLCO) and with positive behavior supports and classroom managements (BOQ).

You will note for each of the three measures below (ELLCO, CLASS and BOQ), results are shown by site. Notably, 3 sites (Small Wonder, Great Falls PS and Co-Teach) score near or at full points for most domains within measures. This means that these 3 sites are considered fully implemented MTSS Pre-K sites that can serve in the future as model sites when the State of Montana OPI offers the MTSS PreK Model to other sites across the state.

Each table compares Spring 2015 outcomes to Spring 2013 outcomes so that the progress these sites have made is evident in the difference in the Grand Mean of each measure.

MTSS Pre-K Early Childhood Pilot Sites – Spring 2015 (Compared to Spring 2013)
Early Language and Literacy Classroom Observation (ELLCO) – 5 Domains (on 2 subscales)

Pilot Program:	Classroom Structure (20 pts)		Curriculum (15 pts)		Learning Environment (20 pts)		Books & Book Reading (25 pts)		Print and Early Writing (15 pts)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
CSKT-EC	14.7	19.0	10.2	13.7	11.5	17.1	15.6	23.9	8.1	12.7
Ravalli HS	18.5	NR	12.1	0.0	11.6	0.0	9.0	0.0	6.7	0.0
Kootenai HS	12.1	17.3	7.3	11.8	6.6	14.7	11.9	18.3	5.8	9.5
Small Wonder	19.0	18.5	12.0	14.5	17.5	17.8	21.0	23.9	13.5	10.7
Great Falls PS	20.0	19.2	15.0	14.0	20.0	17.5	25.0	23.5	15.0	13.5
Co-Teach	20.0	19.0	15.0	14.0	18.7	18.3	25.0	23.8	15.0	13.0
MTSS PRE-K AVERAGE:	**17.4**	**18.6**	**11.9**	**13.6**	**14.3**	**17.1**	**17.9**	**22.6**	**10.7**	**11.9**
Percent Pts	**87%**	**93%**	**80%**	**91%**	**72%**	**85%**	**72%**	**91%**	**71%**	**79%**
GRAND MEAN	**76%**	**88%**								

Classroom Assessment Scoring Systems (CLASS) – 3 Domains – Spring 2015 Compared to Spring 2013

Pilot Program	Emotional Support (7 pts)		Classroom Organization (7 pts)		Instructional Support (7 pts)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
CSKT-EC	5.2	4.5	4.3	5.4	3.5	3.0
Ravalli HS	5.8	5.8	4.0	5.7	4.0	5.0
Kootenai HS	4.7	6.8	4.3	6.5	2.6	4.8
Small Wonder	6.3	6.8	6.2	6.4	3.8	4.3
Great Falls PS	6.2	6.7	5.9	6.4	5.7	4.0
Co-Teach	7.0	6.8	7.0	6.3	7.0	4.0
MTSS PREK MEAN	**5.9**	**6.2**	**5.3**	**6.1**	**4.4**	**4.2**
PERCENT	**84%**	**89%**	**75%**	**87%**	**63%**	**60%**
GRAND MEAN %	**74%**	**79%**				

BOQ-PS Benchmarks of Quality MTSS-Pre-K Early Childhood Pilot Sites — 9 Domains Spring 2015 (Compared to Year 3)

Pilot Program	Establish Leadership Team (12 pts)	Staff Buy In (4 pts)	Family Involvement (8 pts)	Program Wide Expectations (12 pts)	Strategies for teaching and acknowledging the program wide expectations (6 pts)	All classrooms demonstrate implementation of the pyramid model (12 pts)	Procedures response to challenging behaviors (12 pts)	Professional Development and Staff Support Plan (16 pts)	Monitoring Implementation Outcomes (12 pts)
CSKT-ECS	10	3	6	12	6	12	12	15	6
Ravalli HS	-	-	-	-	-	-	-	-	-
Kootenai HS	12	4	8	12	5	12	12	15	10
*Small Wonder	-	-	-	-	-	-	-	-	-
Great Falls	12	5	7	12	5	12	12	15	10
Co-Teach	11	4	8	12	6	12	12	16	12
MTSS PRE-K AVERAGE:	**11.25**	**3.5**	**7.25**	**12.0**	**5.75**	**11.25**	**12.0**	**14.5**	**9.75**
Year 5 Percent Pts	**93.8%**	**87.5%**	**90.6%**	**100%**	**95.8%**	**93.8%**	**100%**	**90.6%**	**81.3%**
Year 5 Grand % Mean	**92.6%**								
Year 3 Percent Pts	**75%**	**79%**	**69%**	**89%**	**85%**	**93%**	**76%**	**67%**	**57%**
Year 3 Grand Mean	**76.7%**								

*Used Revised BOQ to evaluate

The IOP was reported by only two sites for Spring 2015 and therefore was not included in this evaluation.

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PR/Award # (11 characters): **H323A100009**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

12. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

  Goal 2 – Objective 2.4 - To develop resources and options that support parent engagement in systems of academic and behavior support.

2.4a. Performance Measure	Measure Type	Quantitative Data					
In each of the <u>2nd through 5th</u> years of the grant, identify at least 5 schools with resources and interest in receiving support to create parent resources.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		5	**/**		**15**	**/**	

2.4b. Performance Measure	Measure Type	Quantitative Data					
In each of the <u>3rd through 5th</u> years of the grant, 85 percent of participating schools will adopt a range of methods to link parents to school activities. In Year 4 and 5 MTSS Schools will demonstrate an increase in parent involvement strategies as evaluated by the Family/Community Checklist.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2.5 / 3.0	**85**		**2.6 / 3.0**	**87**

2.4.c. Performance Measure	Measure Type	Quantitative Data					
In each of the <u>3rd through 5th</u> years of the grant, 85 percent of parents responding to survey in participating schools will report satisfaction in their participation in systems of academic and behavior support.	**PROJ**	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4.3 / 5	**85**		**4.1 / 5**	**82**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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Goal 2 – Objective 2.4 - To develop resources and options that support parent engagement in systems of academic and behavior support
Overview
A total of 15 MTSS Initiative schools participated in the family engagement process; schools used the Family Engagement Checklist to evaluate the extent of a systemic effort to engage families in academic and behavioral support for their children. School teams used the evaluation to identify areas of improvement in their system and target these areas with action plans for the following year. MTSS Cohort 1 schools began this process in Year 3 (N=4) of the grant and MTSS Cohort 2 followed in Year 4 (N=11). The MTSS Initiative partnered with a state organization, Parents Let's Unite for Kids (PLUK), who created a page on their website about tiered services of student support (RTI and PBIS/MBI). PLUK added references for parents to access more information from the Montana OPI, RTI, MTSS and MBI websites. PLUK also created and distributed a handout for parents about tiered services (RTI) which included information about alternative assessments for students with disabilities. The Director of PLUK attended CSPD planning meetings to provide family perspectives about how to engage parents and families in our processes.

MTSS Project Schools used the Family Engagement Checklist (Muscott & Mann, 2004) to self-evaluate the strategies and activities in place within each school. In Year 4, the Parent Engagement Survey was developed by our initiative to evaluate the extent to which parents in schools felt engaged and important to their child's education. Results of the surveys were used by the schools to write action plans to continue development of systems to engage parents.

Project Measure 2.4.a – **"In each of the 2nd through 5th years of the grant, identify at least 5 schools with resources and interest in receiving support to create parent resources."**
Target = 5
Actual =15

This goal was met as a total of 15 schools focused on continual development and refinement of systemic activities that engaged parents/families in the educational process. The majority of schools in Cohorts 1 and 2 volunteered to develop systems within their schools that support parent involvement and bidirectional communication. The framework proposed in the Family Engagement Checklist was the basis for identifying gaps within each school. Action plans to create and/or improve specific strategies for parent engagement were made for each year.

Project Measure 2.4.b – "In each of the 3rd through 5th years of the grant, 85 percent of participating schools will adopt a range of methods to link parents to school activities. In Year 4 and 5 MTSS Schools will demonstrate an increase in parent involvement strategies as evaluated by the Family/Community Checklist."
Target =85%
Actual =87%
Numerator/Denominator = Grand Mean across items and domains (2.6) divided by total possible (3); 2.6/3=87%

The 5th year goal of 85% was met; MTSS Schools in Cohort I scored 87% using the Family Engagement Checklist. The mean score across schools in Cohort 1 was 2.6 out of 3.0, or 87% (2.6/3.0), an improvement over Year 4 (67%) by 20% and a substantial improvement over Year 3 when the score was 53%. The table below displays results of the Family Engagement Checklist for Year 5 and compares scores from Years 3 and 4.

Year 5 March 2015 – Cohort 1 Family Engagement Checklist – MTSS Pilot Sites
(Muscott & Mann, 2004; adapted from Epstein 2003 and Fullen 1991)

DOMAINS/Items 1 = not in place; 2= partially in place; 3= in place	A	B	C	D	E	Year 5 Mean	Year 4 Mean	Year 3 Mean	Change Yr 3 to 5
CLIMATE									
Process to assess how welcome, valued and satisfied parents are in and with school.	3	3	2	3	2	**2.6**	**1.8**	**2.0**	
Plan to address ways to help families feel welcomed and valued.	3	3	2	3	3	**2.8**	**2.2**	**1.8**	
Plan for training all staff to work collaboratively and respectfully with families.	3	3	3	2	2	**2.6**	**1.6**	**1.8**	

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Plans to address ways to help families from diverse backgrounds feel welcomed and valued including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI.	3	3	2	3	1	2.4	1.8	1.8	
CLIMATE DOMAIN MEAN						2.6	1.9	1.9	**+0.7**
PARENT INVOLVEMENT WITH LEARNING ACTIVITIES AT HOME									
Process for assessing parents' opinions about their own involvement in learning activities at home.	3	2	3	3	1	2.4	1.4	1.3	
Plan or set of activities for helping families support their child's learning at home.	3	3	3	2	2	2.6	2.4	2.0	
Plan includes activities for helping diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, support their child's learning.	3	3	2	2	2	2.4	2.0	1.5	
PARENT INVOLVEMENT LEARNING ACTS DOMAIN MEAN						2.5	1.9	1.6	**+0.9**
COMMUNICATION WITH PARENTS/FAMILIES									
Process for assessing parents' opinions about how well schools communicate with them.	3	3	3	3	2	2.8	2.2	1.7	
Plan for communicating with families in varied and helpful ways.	3	3	3	3	1	2.6	2.4	2.3	
Plan includes activities for communicating with diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, about important school/home matters including discipline.	3	3	2	3	1	2.4	2.4	2.0	
COMMUNICATION DOMAIN MEAN						2.6	2.3	2.0	**+0.6**
PARENT/FAMILY INVOLVEMENT AT SCHOOL (Volunteering, Assisting)									
Process for assessing parents' opinions about how they can support schools through their involvement at school.	3	2	3	3	2	2.6	1.8	1.7	
Plan for how parents can be involved in supporting learning at school through volunteering and assisting.	3	3	1	3	3	2.6	2.2	1.8	
Plan for parental involvement in school activities addresses how diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, can participate.	3	3	1	3	3	2.6	2.0	1.7	
PARENT INVOLVEMENT AT SCHOOL DOMAIN MEAN						2.6	2.0	1.7	**+0.9**
PARENT/FAMILY INVOLVEMENT IN DECISION-MAKING									
Process for assessing parents' opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams).	3	2	3	3	1	2.4	1.8	1.5	
Plan for encouraging and supporting parent participation in decision-making committees & activities.	3	3	2	3	3	2.8	1.8	1.5	
Plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in students in tiered intervention of MBI, can participate.	3	3	2	2	2	2.4	1.6	1.2	
Process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.	3	2	3	3	1	2.4	2.4	1.3	
Plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously.	3	3	3	3	1	2.6	2.0	1.3	

Plan for gathering and incorporating parents' input about matters of importance including discipline; addresses how diverse families, including those with students in tiered intervention, can be heard.	3	3	3	3	1	**2.6**	**1.8**	**1.2**						
PARENT INVOLVEMENT DECISION MAKING DOMAIN MEAN						**2.5**	**1.9**	**1.3**	**+1.2**					
Grand Mean and Percentage Across Items & Schools						**= 2.6**	**2.0**	**1.6**	**+1.0**					
						87%	**67%**	**53%**	**+34%**					

Cohort 1 Schools; A= Broadwater; B=Chief Joseph MS; C=East Valley MS; D=Paxson; E=Stevensville

We also present the results of the Family Engagement survey for Cohort 2, which was not calculated into the goal results because this second cohort did not begin work until Year 4. Year 5 results are shown in the table below. Cohort 2 achieved of a Grand Mean of 2.4, or 80% (2.4/3.0), a substantial gain from Year 4 at 67%.

Year 5 - March 2014 – Cohort 2 Family Engagement Checklist – MTSS Pilot Sites
(Muscott & Mann, 2004; adapted from Epstein 2003 and Fullen 1991)

DOMAINS/Items 1 = not in place; 2= partially in place; 3= in place	A	B	C	D	E	F	G	H	I	J	K	YR 5 Mean	YR 4 Mean	Net Change
CLIMATE														
Process to assess how welcome, valued and satisfied parents are in and with school.	3	3	3	3	3	3	2	3	3	2	NR	**2.8**	**2.2**	
Plan to address ways to help families feel welcomed and valued.	3	3	3	3	3	3	3	2	3	2	NR	**2.8**	**2.5**	
Plan for training all staff to work collaboratively and respectfully with families.	1	1	2	2	2	3	2	1	2	1	NR	**1.7**	**1.5**	
Plans to address ways to help families from diverse backgrounds feel welcomed and valued including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI.	2	2	3	3	3	3	3	2	3	2	NR	**2.6**	**1.9**	
CLIMATE DOMAIN MEAN												**2.5**	**2.0**	**+.5**
PARENT INVOLVEMENT WITH LEARNING ACTIVITIES AT HOME														
Process for assessing parents' opinions about their own involvement in learning activities at home.	3	2	2	3	1	2	3	3	2	2	NR	**2.3**	**1.7**	
Plan or set of activities for helping families support their child's learning at home.	3	2	2	2	3	1	3	2	3	3	NR	**2.4**	**2.4**	
Plan includes activities for helping diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, support their child's learning.	2	1	3	2	3	2	3	1	3	2	NR	**2.2**	**2.1**	
PARENT INVOLVEMENT LEARNING ACTS DOMAIN MEAN												**2.3**	**2.1**	**+.2**
COMMUNICATION WITH PARENTS/FAMILIES														
Process for assessing parents' opinions about how well schools communicate with them.	3	3	3	3	2	3	3	3	3	1	NR	**2.7**	**2.1**	
Plan for communicating with families in varied and helpful ways.	3	3	3	3	3	3	3	3	3	3	NR	**3.0**	**2.8**	
Plan includes activities for communicating with diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, about important school/home matters including discipline.	3	3	3	3	3	2	3	2	3	3	NR	**2.8**	**2.2**	
COMMUNICATION DOMAIN MEAN												**2.8**	**2.4**	**+.4**
PARENT/FAMILY INVOLVEMENT AT SCHOOL (Volunteering, Assisting)														
Process for assessing parents' opinions about how they can support schools through their involvement at school.	3	3	2	3	2	2	3	3	3	1	NR	**2.5**	**1.9**	

	A	B	C	D	E	F	G	H	I	J	K			
Plan for how parents can be involved in supporting learning at school through volunteering and assisting.	3	3	3	3	2	3	3	2	3	3	NR	**2.8**	**2.5**	
Plan for parental involvement in school activities addresses how diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, can participate.	2	1	3	3	1	2	3	1	3	3	NR	**2.2**	**2.0**	
PARENT INVOLVEMENT AT SCHOOL DOMAIN MEAN												**2.5**	**2.1**	**+.4**
PARENT/FAMILY INVOLVEMENT IN DECISION-MAKING														
Process for assessing parents' opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams).	3	3	3	3	2	2	3	2	3	1	NR	**2.5**	**1.5**	
Plan for encouraging and supporting parent participation in decision-making committees & activities.	3	3	3	1	3	3	3	2	3	1	NR	**2.5**	**1.9**	
Plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in students in tiered intervention of MBI, can participate.	2	2	3	1	2	2	2	2	1	1	NR	**1.8**	**1.5**	
Process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.	3	2	3	3	1	3	2	3	3	1	NR	**2.4**	**1.6**	
Plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously.	3	2	3	2	1	1	2	3	2	1	NR	**2.0**	**1.6**	
Plan for gathering and incorporating parents' input about matters of importance including discipline; addresses how diverse families, including those with students in tiered intervention, can be heard.	2	2	3	2	1	1	2	1	2	2	NR	**1.8**	**1.4**	
PARENT INVOLVEMENT DECISION MAKING DOMAIN MEAN												**2.2**	**1.6**	**+.6**
Grand Mean and Percentage Across Items & Schools=												**2.4** **80%**	**2.0** **67%**	**+.4** **+13%**

NR=non-reporting

Cohort 2 Schools; A=Ennis; B=Anderson; C=Bryant; D=Capital HS; E=CS Porter; F=Whittier; G=Lewis & Clark; H=Sacajawea MS; I=Morning Star; J=Garfield; K=Highland Park

Project Performance Measure 2.4.c – " In each of the 3rd through 5th years of the grant, 85 percent of parents responding to survey in participating schools will report satisfaction in their participation in systems of academic and behavior support."
Target =85%
Actual = 82%
Numerator/Denominator = Grand Mean across items (4.1) divided by total possible (5) = 82%

The goal for this objective by Year 5 was ratings at or exceeding 85%. This goal was almost met as the Year 5 Grand Mean for Cohort 1 was 4.1, or 82% (4.1/5 =82%). The Parent Engagement Survey, developed in Year 4, corresponds directly with the Family Engagement Checklist in the previous item. Schools made the online anonymous survey available to parents either during parent conference periods, where they could use a school computer to complete the survey anonymously, or were notified via email with a link to the online survey. Parents without access to online computers in their homes were encouraged to come to the school where they could use a computer at any time during school hours. Both Cohorts 1 and 2 of MTSS made the survey available to their schools. For this item, we are reporting aggregated results for Cohort 1 because they began the MTSS process at Year 1 and, although not formally measured, worked on parent engagement as part of their tiered services process. Of note in the results is that Parents who responded anonymously scores schools almost as high as the schools scored themselves for parent engagement activities.   The perfect score is 5.0; these schools scored in the 4's range for all domains except parents' perception that they are involved in decision making, which still was impressively scored at 3.8. The net change from Year 4 to Year 5 did not change in respect to parents' perspectives even though schools rated themselves as having systems in place to a greater degree by the end of Year 5. It may be that parent impressions lag systems change and/or are more difficult to change in the short term.

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Cohort 1 – Parent Survey of School Engagement – Year 5 (N=4 Schools) Ratings (low)1, 2, 3, 4, 5 (high)	A	B	C	D	Year 5 Mean	Year 4 Mean	Net Change
CLIMATE							
1 The school asks me how welcomed, valued, and satisfied I am in and with the school	4.2	3.7	4.0	4.1	**4.0**	**3.7**	
2 The school makes me and my family feel welcomed and valued	4.6	4.4	4.4	4.4	**4.5**	**4.5**	
3 School staff work together respectfully with me and my family.	4.6	4.4	4.6	4.5	**4.5**	**4.6**	
4 Parents, families and students from different backgrounds who receive various levels of academic and behavioral support from our school feel equally welcomed and valued.	4.5	4.4	4.6	4.2	**4.4**	**4.5**	
CLIMATE DOMAIN MEAN					**4.3**	4.3	**0**
Parent Involvement in Learning Activities at Home							
5 The school asks my opinions regarding my involvement in learning activities at home.	3.9	3.4	3.6	3.9	**3.7**	**3.4**	
6 The school offers ideas or activities to me to support my child's learning at home.	4.2	3.6	4.3	4.3	**4.1**	**4.0**	
7 The school offers ideas or activities for diverse families to support their child's learning, including those children receiving different levels of academic and behavioral support.	4.3	4.3	4.6	4.3	**4.4**	**4.5**	
PARENT INVOLVEMENT LEARNING ACTS DOMAIN MEAN					**4.1**	**4.0**	**+.1**
Communication with Parents/Families							
8 The school asks my opinion about how well they communicate with me	3.9	3.7	4.0	3.8	**3.8**	**3.6**	
9 The school communicates with me in varied and helpful ways (e.g. by email, handouts, phone calls, conferences, etc.)	4.3	4.6	4.5	4.4	**4.4**	**4.5**	
10 The school communicates with parents/families from different backgrounds whose children receive various levels of academic and behavioral support about important school and home matters, including discipline.	4.3	4.5	4.5	4.2	**4.4**	**4.6**	
COMMUNICATION DOMAIN MEAN					**4.2**	**4.2**	**0**
Parent/Family Involvement at School (Volunteering, Assisting)							
11 The school asks my opinion about how I can support the school through my involvement.	4.1	3.8	3.7	4.0	**3.9**	**3.9**	
12 The school offers ways for me to support learning at school through volunteering & assisting.	4.2	3.9	3.9	4.1	**4.0**	**4.3**	
13 The school offers involvement opportunities to diverse parents and families to participate in volunteering and assisting.	4.4	4.3	4.3	4.1	**4.3**	**4.4**	
PARENTS AT SCHOOL DOMAIN MEAN					**4.1**	**4.2**	**-.1**
Parent/Family Involvement in Decision-Making							
14 The school asks my opinion about whether I am sufficiently encouraged to participate in decision-making committees and activities (e.g., leadership teams).	3.7	3.5	3.7	3.7	**3.6**	**3.6**	
15 The school encourages and supports my participation in decision-making committees and activities.	4.0	3.9	3.9	3.9	**3.9**	**4.0**	

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		A	B	C	Year 5 Mean	Year 4 Mean	Net Change
16	The school includes diverse parents/families with children receiving various levels of support for academics and behavior in decision-making committees and activities.	4.1	4.2	4.3	3.8	**4.1**	**4.2**
17	The school asks my opinion about whether I am offered sufficient opportunities to provide input to school personnel about matters of importance, including discipline.	3.7	3.5	3.5	3.7	**3.6**	**3.6**
18	The school gathers and incorporates mine and other parents' input about matters of importance, including discipline.	3.9	3.7	3.6	3.7	**3.7**	**3.7**
19	The school gathers & incorporates all parents' input about matters of importance, including diverse families with children receiving various levels of support for academics & behavior	4.0	4.3	4.1	3.8	**4.1**	**4.1**
	PARENT DECISION MAKING DOMAIN MEAN					**3.8**	**3.9**	**-.1**
	GRAND MEAN AND PERCENTAGE					**4.1** **82%**	**4.1** **82%**	**0**

Cohort 1 A=Broadway, B=East Valley MS, C=Paxson D=Stevensville

We report below Cohort 2 Parent Survey of School Engagement results for Year 5, although results were not used for this objective's score because this cohort began the MTSS process in Year 3 of the grant. Additionally, only 3 schools collected parent surveys this year making the comparison from Year 4 to Year 5 less accurate. Interestingly, the net change in parents' perceptions of school engagement did not change from Year 4 to Year 5 as was the case with Cohort 1. Again, this may be due to parent perceptions lagging school systemic changes and/or are more difficult to change in the short term.

Cohort 2 – Parent Survey of School Engagement – Year 5 (N=3 Schools) Ratings (low)1, 2, 3, 4, 5 (high)		A	B	C	Year 5 Mean	Year 4 Mean	Net Change
CLIMATE							
1	The school asks me how welcomed, valued, and satisfied I am in and with the school	3.6	2.4	3.2	3.1	**3.3**	
2	The school makes me and my family feel welcomed and valued	4.4	3.4	3.5	3.7	**4.1**	
3	School staff work together respectfully with me and my family.	4.3	3.7	3.9	4.0	**4.2**	
4	Parents, families and students from different backgrounds who receive various levels of academic and behavioral support from our school feel equally welcomed and valued.	4.3	4.1	3.9	4.1	**4.2**	
	CLIMATE DOMAIN MEAN				**3.7**	**4.0**	**-.3**
Parent Involvement in Learning Activities at Home							
5	The school asks my opinions regarding my involvement in learning activities at home.	3.8	2.2	2.8	2.9	**3.1**	
6	The school offers ideas or activities to me to support my child's learning at home.	4.3	3.0	3.3	3.5	**3.7**	
7	The school offers ideas or activities for diverse families to support their child's learning, including those children receiving different levels of academic and behavioral support.	4.4	3.8	3.6	3.9	**4.0**	
	PARENT INVOLVEMENT LEARNING ACTS DOMAIN MEAN				**3.4**	**3.6**	**-.2**
Communication with Parents/Families							
8	The school asks my opinion about how well they communicate with me	3.6	2.4	3.3	3.1	**3.0**	
9	The school communicates with me in varied and helpful ways (e.g. by email, handouts, phone calls, conferences, etc.)	4.0	3.7	3.7	3.8	**4.2**	

#		A	B	C			
10	The school communicates with parents/families from different backgrounds whose children receive various levels of academic and behavioral support about important school and home matters, including discipline.	4.0	4.6	4.0	4.2	**4.2**	
	COMMUNICATION DOMAIN MEAN				3.7	3.8	-.1
Parent/Family Involvement at School (Volunteering, Assisting)							
11	The school asks my opinion about how I can support the school through my involvement.	4.1	3.8	3.7	**3.9**	**3.5**	
12	The school offers ways for me to support learning at school through volunteering & assisting.	4.2	3.9	3.9	**4.0**	**3.8**	
13	The school offers involvement opportunities to diverse parents and families to participate in volunteering and assisting.	4.4	4.3	4.3	**4.3**	**4.0**	
	PARENTS AT SCHOOL DOMAIN MEAN				4.1	3.8	+.3
Parent/Family Involvement in Decision-Making							
14	The school asks my opinion about whether I am sufficiently encouraged to participate in decision-making committees and activities (e.g., leadership teams).	4.3	3.0	2.8	3.3	**3.2**	
15	The school encourages and supports my participation in decision-making committees and activities.	4.4	3.5	3.1	3.7	**3.4**	
16	The school includes diverse parents/families with children receiving various levels of support for academics and behavior in decision-making committees and activities.	4.6	4.6	3.3	4.2	**3.9**	
17	The school asks my opinion about whether I am offered sufficient opportunities to provide input to school personnel about matters of importance, including discipline.	4.0	2.1	2.8	2.9	**3.0**	
18	The school gathers and incorporates mine and other parents' input about matters of importance, including discipline.	4.0	3.4	2.9	3.5	**3.2**	
19	The school gathers & incorporates all parents' input about matters of importance, including diverse families with children receiving various levels of support for academics & behavior	4.4	4.1	3.3	3.9	**3.7**	
	PARENT DECISION MAKING DOMAIN MEAN				3.6	3.4	+.2
	GRAND MEAN AND PERCENTAGE				3.7 / 74%	3.7 / 74%	0

 Key: A = Garfield School; B=Morning Star; C=Capital HS

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003

PR/Award # (11 characters): **H323A100009**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

13. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Goal 2 – Objective 2.5 - To use technology-based strategies to increase access to supports to implement multi-tiered systems (MTSS) of student support.

2.5a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
In each of the 2nd through 5th years of the grant, at least 10 consultants /facilitators will be trained to use technology-based strategies to support schools implementing multi-tiered systems of student support.	**PROJ**	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		10	**/**		**23**	**/**	

2.5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
In each of the 3rd through 5th years of the grant, at least 2 types of technology-based strategies will be used in support schools implementing multi-tiered systems of support as reported by consultants/facilitators.	**PROJ**	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		6	**/**		**12**	**/**	
2.5.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		

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In each of the 3rd through 5th years of the grant, at least 10 consultants/facilitators will report using technology-based strategies to provide support to schools implementing multi-tiered systems of support.	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		16	/	

2.5.d. Performance Measure	Measure Type	Quantitative Data					
In each of the 3rd through 5th years of the grant, school teams participating in technology-based support will report it as useful in their implementation of multi-tiered systems of support. By Year 5, school teams will rate technology-based tools and strategies as at least 90% useful and effective.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3.6/4.0	90		3.4/4.0	85

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Goal 2 – Objective 2.5 - To use technology-based strategies to increase access to supports to implement multi-tiered systems (MTSS) of student support.
Overview
The Montana OPI SPDG MTSS Leadership Team envisioned development of specific tools and technologies that would emerge over the term of the grant as those that are essential as a support for site based Facilitators and external Consultants to implement braided systems with the greatest effectiveness. At the beginning of the MTSS Initiative, it was already highly recommended by the RTI and MBI (PBIS) Initiatives to use technologies for screening and monitoring academic and social/behavioral components. However, other types of technologies were not widely used, and what emerged by Year 5 of the grant is considered to be what is essential given current technologies. Evaluating technologies should be ongoing as new and more specialized tools/technologies continue to emerge and will so over time. The performance measures for this objective are aimed to identify specific tools/technologies, their usage in schools and their effectiveness as implementation supports.

Project Performance Measure 2.5.a – "In each of the 2nd through 5th years of the grant, at least 10 consultants /facilitators will be trained to use technology-based strategies to support schools implementing multi-tiered systems of student support."
Target = 10
Actual = 23

The MTSS Project identified 12 MTSS Facilitators at the school level in Year 4 with the addition of Cohort 2. A target of 10 Facilitators per year was initially set with the plan that 2 Facilitators would be identified in 5 MTSS Schools. The 6 MTSS Consultants identified in Year 3 remain in Year 4. MTSS Consultants are State Consultants for RTI (N=3) and MBI (N=3).
The combined number of MTSS Consultants (N=6) and MTSS Facilitators (N=17) by the end of Year 4 was 23 and remained the same through Year 5.

Project Performance Measure 2.5.b – "In each of the 3rd through 5th years of the grant, at least 2 types of technology-based strategies will be used in support schools implementing multi-tiered systems of support as reported by consultants/facilitators."
Target = 6
Actual = 12

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Through experimentation over the last 3 years, by Year 5 MTSS Leadership, Consultants and Facilitators determined 12 types of tools/technology that most supported and are essential to implementation, communication, and sustainability of MTSS.

These tools/technologies are shown in the table below.

	ACADEMIC Tools
1	READING Benchmark Assessments DIBELS, AIMSweb Easy CBM, MAPs
2	MATH Benchmark Assessments - Aimsweb, Easy CBM MAPs, Successmaker
	BEHAVIORAL Tools
3	Schoolwide Information System (SWIS)
4	PBIS Assessments
5	MyVoice Climate Survey
6	Systematic Screen Behavior Disorder Online
	TRAINING/MEETING STRATEGIES
7	Adobe Connect (Webinars)
8	Email
9	Conference Calls
10	Training manuals (pdf) available online (e.g. SSBD; PBIS; RTI)
11	Training videos presented through MTSS professional development
12	Archived Workshops, Webinars, Training accessed through OPI website

Project Performance Measure 2.5.c – " In each of the 3rd through 5th years of the grant, at least 10 consultants/facilitators will report using technology-based strategies to provide support to schools implementing multi-tiered systems of support."
Target =10
Actual =10

We use the MTSS Technology Based Tools and Technologies Survey to measure use and effectiveness. Facilitators were asked to complete the survey in Spring 2015; Responses were by Cohort 1 (N=4) and Cohort 2 (N=6) for a total of 10 who took the survey. Therefore, this performance measure was met. There are 17 Facilitators who use the tools and technologies, however, 7 did not complete the survey.

The Table below shows the usage of the 12 tools/technologies identified as essential to MTSS implementation. Of the 10 respondants, the Facilitators used materials at a rate of 88% and for Cohort 2, 86%, suggesting that most Facilitators use the tools/technologies regularly. Please see the two tables below the next performance measure (2.1d)

Project Performance Measure 2.5.d – "In each of the 3rd through 5th years of the grant, school teams participating in technology-based support will report it as useful in their implementation of multi-tiered systems of support. By Year 5, school teams will rate technology-based tools and strategies as at least 90% useful and effective."
Target =90%
Actual= 85%
Numerator/Denominator = Grand Mean across items for usefulness (3.4); divided by total possible points (4); 3.4/4=85%

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The tables below display the responses about the tools/technologies determined as most highly useful and essential for implementing MTSS in schools. The surveys were completed by 10 Facilitators (Cohort 1=4; Cohort 2=6). Responses for Year 5 are compared to those of Year 4. Some of the items were dropped for Year 5 (e.g. IPads) and others were aggregated into 1 item (e.g. Reading benchmarks together instead of listing separately). Usage of the tools increased from Year 4 to Year 5 for both Cohorts, while the rated usefulness remained the same; at 85% usefulness.

The importance of determining technologies that work well in schools and are deemed useful by facilitators is that these tools will be highly recommended/some required in the future for other schools who want to implement MTSS. Having these available from the outset will be important to the ease and effectiveness of implementation.

COHORT 1 - MTSS Technology-Based Tools and Technologies Survey – March, 2015 Year 5 (Compared to Year 4)
FACILITATORS (site based) N=4

ACADEMIC Tools Scale 1 (not useful) to 4 (very useful	Yes	No	Year 5 % of Schools Use	Year 5 Usefulness Mean Score	Year 4 % of Schools Use	Year 4 Usefulness Mean Score
READING Benchmark Assessments DIBELS, AIMSweb Easy CBM, MAPs	4	0	100%	3.8	50% / 50% / 50%	4.0 / 3.5 / 3.5
MATH Benchmark Assessments Aimsweb, Easy CBM MAPs, Successmaker	3	1	75%	3.8	25% / 25% / 50%	3.0 / 3.0 / 3.5
iPad (student use)			NA	NA	50%	4.0
BEHAVIORAL Tools	Yes	No				
Schoolwide Information System (SWIS)	4	0	100%	4.0	100%	4.0
PBIS Assessments	4	0	100%	3.4	50%	4.0
MyVoice Climate Survey	4	0	100%	3.6	100%	3.8
Systematic Screen Behavior Disorder Online	4	0	100%	3.0	25%	3.0
TRAINING/MEETING STRATEGIES	Yes	No				
Google Docs			NA	NA	50%	4.0
Google Hangout			NA	NA	0%	0.0
Adobe Connect (Webinars)	4	0	100%	2.8	100%	3.0
Email	4	0	100%	3.8	100%	4.0
Conference Calls	4	0	100%	3.3	100%	3.8
Training manuals (pdf) available online (e.g. SSBD; PBIS; RTI)	2	2	50%	3.3	NR	NR
Training videos presented through MTSS professional development	3	1	75%	3.3	NR	NR
Archived Workshops, Webinars, Training accessed through OPI website	2	2	50%	3.3	NR	NR
Overall Use of all Materials			**87.5%**	**3.4**	**57.8%**	**3.4**

			Grand Mean and % Usefulness 3.4 85%		3.4 85%	

COHORT 2 - MTSS Technology-Based Tools and Strategies Survey – March, 2015 Year 5 (Compared to Year 4)
FACILITATORS (site based) N=6

			Year 5		Year 4	
ACADEMIC Tools Scale 1=not useful to 4 = very useful	No	Yes	% of Schools Use	Usefulness Mean Score	% of Schools Use	Usefulness Mean Score
					37.5%	3.7
READING Benchmark Assessments					37.5%	3.3
DIBELS, AIMSweb Easy CBM, MAPs	6	0	100%	4.0	37.5%	3.3
					50%	2.8
MATH Benchmark Assessments					37.5%	3.3
Aimsweb, Easy CBM MAPs, Successmaker	6	0	100%	3.7	75%	3.2
iPad (student use)			NR	NR	87.5%	3.1
BEHAVIORAL Tools	No	Yes				
Schoolwide Information System (SWIS)	6	0	100%	3.6	100%	3.3
PBIS Assessments	6	0	100%	3.0	75%	2.8
MyVoice Climate Survey	6	0	100%	3.8	100%	3.1
Systematic Screen Behavior Disorder Online	4	2	67%	2.8	50%	2.8
TRAINING/MEETING STRATEGIES	No	Yes				
Google Docs	-	-	NA	NA	87.5%	3.1
Google Hangout	-	-	NA	NA	37.5%	2.7
Adobe Connect (Webinars)	6	0	100.0%	2.4	75%	3.0
Email	6	0	100.0%	3.8	100%	3.8
Conference Calls	4	2	67%	2.8	100%	3.4
Training manuals (pdf) available online (e.g. SSBD; PBIS; RTI)	5	1	83%	2.7	NR	NR
Training videos presented through MTSS professional development	4	2	67%	2.5	NR	NR
Archived Workshops, Webinars, Training accessed through OPI website	3	3	50%	3.0	NR	NR
Overall Use of all Materials			86%	3.2	68%	3.2
Grand Mean and % Usefulness = 3.2 80%					3.2 80%	

Goal 2: Accomplishments, Sustainability, Summary

Goal 2 was focused on supporting Local Education Agencies (LEAs) by increasing the number of schools in Montana implementing evidence-based practices within multi-tiered models that provide effective academic and behavioral supports to all students. Five (5) objectives were designed to accomplish this goal. The objectives were to: (a) pilot the MTSS Initiative, a braided tiered system of academic and social/behavioral supports in a small cadre of Montana schools, (b) continue and refine support available to all Montana schools adopting a multi-tiered system of support (RTI or MBI), (c) pilot a preschool MTSS model of tiered supports for preschool children, (d) develop resources and options that support parent engagement in systems of academic and behavior support and (d) use technology-based strategies to increase access to supports for implementation of tiered systems. As evidenced by the outcome data presented for this goal above, the initiatives accomplished many of their ambitious goals, but much of what was accomplished was not measured. Accomplishments that achieved support to LEAs through pioneering implementation of tiered systems, development of systems and resources for parent engagement and identifying essential technologies/tools to support implementation include: (a) identifying and training highly-qualified Consultants and Facilitators to consult and coach school personnel (b) helping schools develop data-based decision making instruments such as "pathways" decision models for math, reading and behavior interventions, and problem solving for school leadership and tiered interventions teams, (c) developing school building screening and progress monitoring systems to "find" students in need of support and monitor their progress with targeted interventions, (d) helping schools identify gaps in tiers and developing a variety of tier 2 and tier 3 supports with training for Check In/Check Out, Check and Connect, Team Initiated Problem Solving (TIPS) for intervention teams, Functional Based Assessment and writing Behavioral Support Plans, Universal Design and instructional strategies for students with low-incidence disabilities, (e) use of technology to connect administrators and teachers with consultants and trainers, (f) and systems that support sustainability such as systems for school communication, creating "performing" leadership teams, developing parent/community communication and involvement, and problem solving at the school, grade and classroom level. In the Pre-K Initiative at the preschool level, there was a focus on supporting healthy development through literacy, positive behavior supports, social/emotional learning, and organized, structured and caring environments. At the beginning, braiding professional development content was a priority along with developing a common language between systems. Use of technology and tools was challenging as well as competing initiatives offered by LEAs. The accomplishments made toward achieving Goal 2 all support sustainability. Additionally, school recognition through summits and school model sharing reinforce sustaining systems that work!

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U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003

PR/Award # (11 characters): _H323A100009_____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

14. Project Objective   [ ] Check if this is a status update for the previous budget period.

Goal 3 – Objective 1 - Utilizing the curricular and instructional materials developed by the National Center and State Collaborative (NCSC), utilize a community of practice approach to provide awareness level information and professional development to support access to the CCSS for students with significant cognitive disabilities.

3.1.a. Performance Measure	Measure Type	Quantitative Data					
During each of the remaining years of this project, professional development initiatives will address the needs of at least 3 key stakeholder groups (i.e., preservice personnel, teachers, administrators, parents), requiring customization of materials and the delivery and availability of information via a variety of information-dissemination channels.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3			5	/	

3.1.b. Performance Measure	Measure Type	Quantitative Data					
Among those who access professional development activities in a structured training format, 85% will rate the value, effectiveness, and clarity of the information provided as good, very good, or excellent, based on a five point evaluation rubric.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			79/93	85		83/93	89

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Goal 3 – Objective 1 - Utilizing the curricular and instructional materials developed by the National Center and State Collaborative (NCSC), utilize a community of practice approach to provide awareness level information and professional development to support access to the CCSS for students with significant cognitive disabilities.
Overview
As highlighted in the Executive Summary, the objectives for Goal 3 shifted over time to support Montana's membership in the National Center and State Collaborative (NCSC). This decision necessitated an alignment of SPDG activities to this statewide initiative to provide both support and a common message about recommended practices. In the first years of the project, professional development activities in this area focused on awareness level information.   While this type of information continued to be available in the last project years, there was a far greater focus on learning about practices to implement standards-aligned instruction, drawing upon the instructional resources developed by NCSC.

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Project Performance Measure 3.1a: "During each of the remaining years of this project, professional development initiatives will address the needs of at least 3 key stakeholder groups (i.e., preservice personnel, teachers, administrators, parents), requiring customization of materials and the delivery and availability of information via a variety of information-dissemination channels."
Target=3
Actual =5

Activities focused on the needs of instructional personnel continued to reflect awareness level activities as well as more in-depth and sustained professional development activities. The target audiences for project 3 awareness activities were administrators, special education teachers, and preservice teachers, and parents. Two such statewide information sharing sessions were conducted, taking advantage of the large audiences at Montana's annual Council on Exceptional Children's Conference, and the state's Assessment Conference.

Sustained and in-depth training focused on implementation of standards-based instructional practices occurred in three different venues during Year 5. First, a focus group webinar series addressing standards-based instruction was provided for personnel in teams involved in the implementation of Project REAL throughout the 2014-15 school year. These six sessions addressed specific strategies and tools to align instruction, as well as how this approach is compatible with Tier 1 instructional approaches such as Universal Design for Learning. These sessions involved teachers, administrators, and related services personnel. A 16 week graduate course offered to teachers, both preservice as well as those pursuing graduate study while teaching, was offered in the Fal1, 2014 semester at the University of Montana. Finally, an online, six week course was offered to teachers across the state in the Spring of 2015. At least one parent "audited" the course. This course provided awareness training as well as information and resources to support implementation of standards-aligned instruction. Application projects completed by participants taking the course for-credit allowed for the assessment of skills and knowledge gained.

Based on an analysis of participants, the stakeholder groups addressed in these activities were preservice teachers, teachers, administrators, related services personnel, and parents, thus indicating that the target established for this was achieved.

Project Performance Measure 3.1.b: "Among those who access professional development activities in a structured training format, 85% will rate the value, effectiveness, and clarity of the information provided as good, very good, or excellent, based on a five point evaluation rubric.'"
Target=85%
Actual = 89%

The data reported for this measure reflects information from the three sustained, in-depth training activities described above. A common set of questions was included in the evaluation of each of these activities, measuring the value, effectiveness, and clarity of the information shared. The monthly webinars involved typically involved 12-15 members, and these were evaluated at the end of each session. The university course included 8 participants, and involved an end of course evaluation. The Spring inservice course included 11 for-credit participants and 3 additional participants who audited the course. The course was evaluated at the end. Data from across these activities were compiled, with a rating of a 4 or 5 on a five point scale meeting the established criterion. The figures reported are based on a total of 93 responses from participants in these activities. Compiled responses indicate that this measure was achieved.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
PR/Award # (11 characters): __H323A100009_____

OMB No. 1894-0003

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

15. Project Objective   [ ] Check if this is a status update for the previous budget period.

Goal 3 – Objective 2 - To support the development and implementation of a new summative assessment, developed by the National Center and State Collaborative (NCSC) in Montana.

3.2.a. Performance Measure	Measure Type	Quantitative Data					
During years 4 and 5, gather and share usability and sustainability data required of Tier II states that are members of NCSC from at least 80% of field test participants.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		999 /999	

3.2.b. Performance Measure	Measure Type	Quantitative Data					
Among teachers implementing the new alternate assessment during years 4 and 5, at least 90% will indicate that they have accessed training and successfully completed it, receiving 80% or above on the test administration quiz.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			23/25	92		999 /999	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Goal 3 – Objective 2 - To support the development and implementation of a new summative assessment, developed by the National Center and State Collaborative (NCSC) in Montana.
As noted in last year's report, the objective above represents a revision from the original workscope. Whereas there were no concrete plans for a new alternate assessment for Montana at the time the SPDG was developed, activities related to the new test are well underway. The field test is occurring at the time this report is being prepared.   While it is a year 4 activity, this information will not be available until the end of the school year.   Data will be available for reporting in the next performance report. Data for both of these measures will be collected by NCSC via online Learning Management System on which the test portal is housed. Steps that are being taken to gather/access data to report on these measures are described.

Project Performance Measure 3.2.a. – "During years 4 and 5, gather and share usability and sustainability data required of Tier II states that are members of NCSC from at least 80% of field test participants."
Target = 80%
Actual = not available

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NCSC has developed a set of feedback questions that teachers will be asked to respond to after they have administered the test. While NCSC will aggregate this information from the statewide sample of teachers involved in the field test, we have requested that we be given the responses from the sample of teachers from Montana participating in this effort. This information will be available during summer, 2014.

Project Performance Measure 3.2.b: **"Among teachers implementing the new alternate assessment during years 4 and 5, at least 90% will indicate that they have accessed training and successfully completed it, receiving 80% or above on the test administration quiz."**
Target = 92%
Actual = not yet available

States involved with NCSC supported efforts to develop a series of training modules that introduce teachers who are test administrators to the test procedures. These are now posted on the NCSC Learning Management System. When this measure was written, it was not known that the system would be set up such that teachers cannot access the test until they have completed the online training. As a result, the data reported for this measure will reflect the percent of teachers who successfully complete the training and move on to administering the test. The threshold for successful completion has been established by NCSC to be 80% accuracy in responding to the post-module quiz. The target established for this year is based on results from the 25 Montana teachers who are participating in the pilot that is occurring right now. At this time, the "window" for completing this training and the subsequent testing is still open, so actual performance data are not yet available.

Goal 3 Achievements, Challenges, Summary

Goal 3 is a small initiative within the scope of Project REAL. The focus of this goal was to provide technical assistance and support focused on improving access to the general education curriculum for students who need high levels of support. It was included in the grant workscope to ensure that the activities of this project encompassed the full range of students, including those with complex educational needs.

The objectives for this goal shifted over time in response to the evolving situation regarding the state's status relative to the new alternate assessment aligned with the common core. During the first two years of the project, Goal 3 activities focused on creating materials and sharing information to increase the awareness of the changing philosophy about access to the general education curriculum for ALL students, with an emphasis in translating what this means for students with significant cognitive disabilities. By the end of the second project year, Montana's became a member of the National Center and State Collaborative (NCSC), one of the two national consortia developing alternate assessments aligned with the Common Core State Standards. This decision shaped the activities to follow in Montana regarding standards-aligned instruction for students taking the alternate, because NCSC undertook the development of a vast array of curricular tools and professional development resources to support teachers in their adoption of practices that would enable them to teach the type of academic content included in the alternate assessment. Teachers were, and continue to be, focused on functional life skills curriculum.

Academic content represents a new area of consideration in terms of IEP development and program implementation, and NCSC developed a set of tools to help them implement these approaches. Goal 3 activities adjusted in terms of supporting the use of these vetted materials developed for member states.

The NCSC implementation timeline in Montana, and corresponding SPDG Goal 3 activities, is summarized below. As illustrated, these activities correspond with years 3-5 of Project REAL.

2012-2013 [SPDG Year 3] – NCSC Planning, Awareness, and Development Activities. During this school year, the SPDG project staff member implementing Goal 3 activities provided leadership to the state's Community of Practice, a small group providing leadership to state personnel regarding the roll-out of the new alternate assessment. Awareness level information was also shared to key stakeholder groups to prepare them for the upcoming changes in assessment procedures as well as the instructional changes needed to provide students with instruction in areas included on the assessment.

2013-14 [SPDG Year 4] – Professional Development, Align IEPs, Pilot Testing. Training was provided to teachers involved in pilot testing efforts that extended beyond the test itself. The focus of these additional activities was on the instructional resources available to support standards-aligned instruction through NCSC.

2014-15 [SPDG Year 5] – School/Districts Implement AAS and Alternate Standards. The focus during the last year of Project REAL was on the instructional practices needed to support standards-aligned instruction. Sustained, in-depth professional development was provided to Project REAL team members, teachers in the field, and graduate students registered for a semester's course on standards-based instruction for students with low incidence disabilities.

The major accomplishments of this initiative during this cycle of funding is the development of materials and resources that can be used to support the continuation of similar efforts in the newly funded SPDG in Montana (REAL 2.0). While currently available to stakeholders through a variety of online platforms, resources will be re-packaged and incorporated into the newly developed Montana Professional Development Learning Network platform supported by the Office of Public Instruction. While not available during the Project REAL years, this new resource will greatly enhance the visibility and accessibility of resources that will be re-packaged to take advantage of this delivery system.

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet
Attachment:

File :
   1 **Scanned_Cover_Sheet.pdf**

OMB No.2390-6001 Exp.06/30/2017

U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)

Check only one box per
Program Office instructions.

[ ] Annual   [X] Final
Performance   Performance
Report   Report

General Information

1. PR/Award #: H323A100009   2. Grantee NCES ID#:
(Block 5 of the Grant Award Notification - 11 Characters.)   *(See instructions. Up to 12 Characters.)*

3. Project Title: State Personnel Development Grants
(Enter the same title as on the approved application.)

4. Grantee Name: PUBLIC INSTRUCTION, MONTANA OFFICE OF
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)

Street: 1227 11TH AVE

City: HELENA

State: MT Zip: 59601   Zip+4: 3910

6. Project Director:
(See instructions.)

First Name:Susan   Last Name:Bailey-Anderson   Title:

Phone #: 4064442046   Fax #: 4064443924   Email Address: sbanderson@mt.gov

Reporting Period Information *(See instructions.)*

7. Reporting Period: From; To:
(mm/dd/yyyy)   3|1|14 to 9/30/15

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	2,484,715	
b. Current Budget Period	1,263,195	
c. Entire Project Period (For Final Performance Reports only)	3,747,910	

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

    a. Are you claiming indirect costs under this grant?   ☑ Yes ○ No

    b. If yes, do you have an Indirect Cost Rate Agreement approved by   ☑ Yes ○ No
    the Federal government?

    c. If yes, provide the following information:
    Period Covered by the Indirect Cost Rate Agreement: From: To: 7/1/2013 to 6/30/2016
    (mm/dd/yyyy)

    Approving Federal agency: ☑ ED ○ Other *(Please specify)*:

    Type of Rate *(For Final Performance Reports Only)*:   ○ Provisional ○ Final ☑ Other *(Please specify)*: predetermined

    d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

    ☑ Is included in your approved Indirect Cost Rate Agreement? ○ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ○ Yes ○ No ☑ N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status

    a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☑ Yes ○ No

    b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Denise Juneau	Title: Montana Superintendent of Public Instruction
Signature:	Date: November 25, 2015

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :

File :

U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)

Check only one box per
Program Office instructions.
[ ] **Annual**   [X] **Final**
Performance   **Performance**
Report   **Report**

General Information

1. PR/Award #: H323A100009   2. Grantee NCES ID#:
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3. Project Title: State Personnel Development Grants
(Enter the same title as on the approved application.)

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5. Grantee Address:
(See instructions.)

Street: 1227 11TH AVE

City: HELENA

State: MT Zip: 59601   Zip+4: 3910

6. Project Director:
(See instructions.)

First Name:Susan   Last Name:Bailey-Anderson   Title:
Phone #: 4064442046   Fax #: 4064443924   Email Address: sbanderson@mt.gov

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 03/01/14 To: 09/30/15
(mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures:

	Federal Grant Funds	**Non-Federal Funds** *(Match/Cost Share)*
a. Previous Budget Period	2,484,715	0
b. Current Budget Period	1,263,195	0
c. Entire Project Period *(For Final Performance Reports only)*	3,747,910	0

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

    a. Are you claiming indirect costs under this grant?   ● Yes ○ No

    b. If yes, do you have an Indirect Cost Rate Agreement approved by   ● Yes ○ No
the Federal government?

    c. If yes, provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2016
(mm/dd/yyyy)

    Approving Federal agency: ● ED ○ Other *(Please specify):*

    Type of Rate *(For Final Performance Reports Only)*:   ○ Provisional ○ Final ● Other *(Please specify):* predetermined

    d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

    ● Is included in your approved Indirect Cost Rate Agreement? ○ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ○ Yes ○ No ● N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status

    a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ○ No

    b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Denise Juneau	Title: Montana Superintendent of Public Instruction
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : EXECUTIVE SUMMARY FINAL REPORT YEAR 5 11 30 15
File : **EXECUTIVE_SUMMARY_FINAL_REPORT_YEAR_5_11_30_15.pdf**

U.S. Department of Education
Grant Final Performance Report (ED 524B)
Executive Summary

PR/Award # (11 characters): _____ **H323A100009_**

(See Instructions)

Project REAL: Responsive Education for All Learners
Montana's State Personnel Development Grant – Year 5 Final Report
March 1, 2010-September 30, 2015

The ultimate goal of Montana's 5-Year State Personnel Development Grant (SPDG) has been to improve outcomes for all children/youth across our great state. This was to be accomplished by improving and developing multi-tiered systems of student supports for healthy academic and social/behavioral development with professional development models, trainings, materials, resources and consulting available to all schools. Specifically, we set three broad goals:

Goal 1- Capacity Building: Increase state-level capacity to provide leadership, professional development, and guidance to schools to improve academic and social outcomes for students with the adoption of multi-tiered systems of academic and behavioral support.

Goal 2 – Support to LEAs: Increase the number of schools in Montana implementing evidence-based practices within multi-tiered models, to provide effective academic and behavioral support to all students.

Goal 3 – Low Incidence Support: Provide technical assistance and support to improve access to the general education curriculum for students who need high levels of support.

Named "Project REAL", or Responsive Education for All Learners", the SPDG Grant fully or partially funded 6 initiatives to accomplish these goals: (1) Multi-Tiered Systems of Support (MTSS), (2) Response-to-Intervention, Elementary (RTI-E), (3) Response-to-Intervention, Secondary, (RTI-S), (4) Montana Behavioral Initiative (MBI), (5) Multi-Tiered Systems of Support Preschool (MTSS-PreK), and (6) The Low Incidence Initiative (LII).

Importantly, all SPDG supported materials, resources, trainings, rubrics and models have been posted to the Montana Office of Public Instruction (OPI) website. Please see the following webpages:
- MTSS at http://opi.mt.gov/Programs/SchoolPrograms/MTSS.html
- (2) RTI-Elementary and Secondary athttp://opi.mt.gov/Programs/SchoolPrograms/Rti/GetStarted.html,
- (3) MBI http://opi.mt.gov/Programs/SchoolPrograms/MBI/index.html?gpm=1_2

SPDG Goal 1- Capacity Building: **Increase state-level capacity to provide leadership, professional development, and guidance to schools to improve academic and social outcomes for students with the adoption of multi-tiered systems of academic and behavioral support.**

Goal 1 focused on capacity building by increasing our state-level capacity to provide leadership, professional development, and guidance to schools so the schools would improve academic and social outcomes for students by the adoption of multi-tiered systems of academic and behavioral support. Four (4) objectives were designed to accomplish this goal. As evidenced by the outcome data presented for this goal, both the RTI-Secondary and MTSS Initiatives accomplished their goals, but much of what was accomplished was not measured. Accomplishments that achieved capacity building include, but are not limited to, the following: (a) development of manualized evidence-based training modules with resources, (b) websites that make training materials and resources readily available statewide (see websites above), (c) development of implementation rubrics to guide implementation and evaluate fidelity, (d) development/training of a cadres of consultants who are expert in academic and social./behavioral tiered systems, (e) development of a Consultant Resource manual and access to advanced trainings, (f) creation of web-based meetings for consultants and school administrators for purposes of planning, discussion, recognition of successes, and (g) development of regional consultants to train and provide technical assistance to onsite facilitators. One of the challenges to building capacity in a rural state was being able to meet face-to-face with administrators and initiative leadership. Moving meetings and trainings to a virtual platform met with obstacles caused by the infrastructure surrounding on-line communication. Service to some buildings, speed of internet connections, interruptions from background noise or joining/leaving the meetings, were all things we had to work through. Access to more advanced ways to meet in virtual space will be explored in the future. These accomplishments foster sustainability as these were achieved through teamwork between state and local school leadership, a true collaboration. An iterative process of implementing ideas, getting feedback, and adapting or changing methods was critical to what was achieved.

1

Objective1.1. "Develop training strategies, planning tools, and resources to guide the MTSS Initiative, a braided implementation of RTI and MBI frameworks (MTSS)."

This objective was met; by Year 5, we adopted and/or refined 12 tools that were deemed as essential to the implementation and sustainability of multi-tiered systems of support. There were relatively few materials for braided systems available as two silos of tiered services had developed previously, RTI and PBIS.. Montana MTSS Leadership worked with Cohort 1 schools, state personnel and MTSS leaders/trainers to develop or adopt training and guidance materials; some tools were refined, some were dropped and incorporated into other tools. We used school team, administrator and facilitator feedback to select/develop tools. In Year 4, these tools were used with Cohort 2 and we found that an understanding of implementation had greater clarity, especially with the MTSS Essential Components Implementation Rubric School-based Facilitators evaluated their use of tools as well as their relevance, clarity and usefulness for their work with school teams; 91% of tools were used by Facilitators across both cohorts and they rate usefulness at 88%.

Objective 1.2. "Refine strategies and supports to implement RTI at the secondary level."

This objective was met as RTI-Secondary Consultants, in collaboration with secondary school teams, developed and adopted 10 tools that refined what RTI implementation looks like in secondary schools. At the beginning of the grant period, Regional Consultants in RTI articulated into either elementary or secondary specialties and a new cadre of RTI-Secondary Consultants and Facilitators was developed through the support of SPDG funding. These state leaders then set out to develop training and support materials specific to secondary schools. These materials emerged over the five year period and their use by trainers and facilitators was monitored for feedback. Materials include a RTI-Secondary Rubric and process documents such as Digging Deeper that helps identify area of concern for tiered services, Analyzing Middle and High School Interventions that identifies gaps in supports at tiers, 6 Big Ideas in Family/Community Involvement to identify important ways schools connect with parents/communities,, and a Communication Plan Worksheet rubric. School Teams and Facilitators rated the tools are highly relevant, useful and clear and their use was essential to implementation in secondary schools. In respect to training, we developed a blended training model utilizing web-based, regional and site-based trainings that reduce the challenges to rural schools isolated by Montana's unique demographics and geography. Moreover, we developed online resources to assist schools that are not part of our financially limited training group to implement RTI in their schools in order to increase state-wide implementation of RTI. These achievements include methods and systems supporting sustainability, consistency of trainers, establishment of communities of practice and increased professional development for trainers.

Objective 1.3 "Develop a cadre of skilled facilitators to deliver onsite supports to schools implementing MTSS."

This goal was achieved by identifying and training 16 onsite facilitators for the 16 schools comprising MTSS Cohorts 1 and 2. The development of a cadre of skilled onsite facilitators had 2 primary aims: (1) give immediate access to MTSS school teams and school staff to a colleague within the school to answer questions, coach and provide feedback, (2) gain the most likely probability for sustainability over the long term. The MTSS Initiative leadership selected a school staff member, by application, at each MTSS School to be trained as and work as the school-based Facilitator, under the direction of the MTSS Consultant assigned to the school. Specific criteria were to be met by a prospective Facilitator including a working knowledge of the process of tiered services (either academic or social/behavioral) and the support of the school administrator for time to train and follow-up with school personnel. A Facilitator Self Evaluation survey was developed to evaluate each Facilitator's perspective related to their confidence and proficiency at implementing components of MTSS. The Facilitator self-evaluation results were used by MTSS Consultants to provide feedback to Facilitators and understand in what areas the Consultant needed to provide additional follow up, TA activities to support the Facilitator. By Year 5, Facilitators rated themselves as highly proficient in knowledge and practice of MTSS. The self-evaluation was used in conjunction with Consultant observation, which validated self-evaluation.

Objective 1.4 "Support school leaders to address the organizational and resource implications of integrating previous tiered programs into MTSS."

Laying a solid foundation for MTSS in grant schools compelled SPDG grant leaders to work with school building principals in gaining an understanding of the rationale and process for organizational change and resource requirements for implementing MTSS from their existing frameworks for tiered services in either RTI or MBI. The focus was on building sustainable systems. Administrators met monthly with State MTSS Leadership throughout the grant period; 3 face-to-face meetings per year and alternating months via webinars. The face-to-face meetings gave fellow administrators the opportunity to work with a shared community of change by discussing changes; the challenges and the rewards. Professional development was provided as well as technical assistance pertaining to the unique circumstances of each school. Administrators provided feedback to grant personnel via surveys designed to gain insight into the acceptability and effectiveness of professional development via their self-evaluation of outcomes. Specifically, administrators were asked to evaluate their knowledge of MTSS implementation components and their confidence for implementing the components. Originally, there were 6 schools in Cohort 1; these administrators worked for 3

2

years before Cohort 2 comprised of 16 administrators, joined their group. Cohort 1 principals "bootstrapped" Cohort 2 principals into MTSS implementation by sharing their challenges and insights from their own experience. Finally, in spring of Year 5, administrators met in a summit to reflect on how MTSS has impacted their schools and especially their students. Of the many comments, perhaps the following is the most salient to this objective.

> "The camaraderie schools, districts, co-ops, and the OPI have developed by collaborating, communicating, and training together has been breathtaking. This collaboration has carried over to day to day operations as well. It is now standard practice to contact other schools, OPI, past trainers, consultants, etc. to ask questions or get advice on best practices." - Ennis Elementary, Ennis - Brian Hilton, Principal

Goal 2 – Support to LEAs: **Increase the number of schools in Montana implementing evidence-based practices within multi-tiered models, to provide effective academic and behavioral support to all students.**

Goal 2 focused on supporting Local Education Agencies (LEAs) by increasing the number of schools in Montana implementing evidence-based practices within multi-tiered models that provide effective academic and behavioral supports to all students. Five (5) objectives were designed to accomplish this goal and are outlined below. As evidenced by the outcome data presented for the objectives, the initiatives accomplished many of their ambitious goals, but much of what was accomplished was not measured. Accomplishments that achieved support to LEAs through pioneering implementation of tiered systems, development of systems and resources for parent engagement and identifying essential technologies/tools to support implementation include: (a) identifying and training highly-qualified Consultants and Facilitators to consult and coach school personnel (b) helping schools develop data-based decision making instruments such as "pathways" decision models for math, reading and behavior interventions, and problem solving for school leadership and tiered interventions teams, (c) developing school building screening and progress monitoring systems to "find" students in need of support and monitor their progress with targeted interventions, (d) helping schools identify gaps in tiers and developing a variety of tier 2 and tier 3 supports with training for Check In/Check Out, Check and Connect, Team Initiated Problem Solving (TIPS) for intervention teams, Functional Based Assessment and writing Behavioral Support Plans, Universal Design and instructional strategies for students with low-incidence disabilities, (e) use of technology to connect administrators and teachers with consultants and trainers, (f) and systems that support sustainability such as systems for school communication, creating "performing" leadership teams, developing parent/community communication and involvement, and problem solving at the school, grade and classroom level. In the Pre-K Initiative at the preschool level, there was a focus on supporting healthy development through literacy, positive behavior supports, social/emotional learning, and organized, structured and caring environments. At the beginning, braiding professional development content was a priority along with developing a common language between systems. Use of technology and tools was challenging as well as the competing initiatives offered by LEAs. The phenomenal achievements attained by these initiatives toward achieving Goal 2 all support sustainability. Moreover, state recognition of successful schools through summits and school model sharing reinforce sustaining systems that work!

Objective 2.1 - Pilot the MTSS Initiative, a braided approach to integrating RTI and MBI ,within a small cadre of Montana schools."

This objective was met by recruiting two cohorts of schools that were already familiar with tiered services through either RTI or MBI. In Year 1, schools made applications to the Office of Public Instruction (OPI) to participate in the MTSS pilot project. Six schools were selected from the applicants. These schools worked with State MTSS Leadership and MTSS Consultants to develop a Montana MTSS Model represented by the MTSS Essential Components Fidelity Rubric Pilot school administrators and teams met tri-annually and communicated monthly during the school year via webinars to share experiences, provide feedback to leaders, and develop "next steps" in their evolution to a fully implemented MTSS framework. Cohort 2 began in Year 4. A total of 15 schools, located across Montana, worked to develop and implement the Montana MTSS Model. By Year 5, all schools in Cohort 1 and 75% Cohort 2 schools were fully implemented at Tier 1 and at or near benchmarks for Tiers 2 and 3. Aggregated student reading benchmark data for spring 2015 indicates Cohort 1 continued to achieve and Cohort 2 schools increased the number of students at proficiency levels. The achievements of the MTSS Initiative are understated by quantitative data. Major accomplishments include

- (a) Creating sustainable systems by developing "performing" leadership teams which created systems for communication that included all teachers, systems for parent/community involvement, development of school level problem solving teams that were organized and productive.
- (b) Developing systems for data-based decision making by establishing databases for examining student outcomes and screening data that informs intervention, developing decision rules about intervention and progress, the development of math, reading and behavior pathways for tiered interventions, and classroom problem solving whereby teachers developed simple and effective interventions in the classroom.
- (c) Developing "prediction" and progress monitoring systems by using screening instruments to identify students in need of extra supports and progress monitoring interventions to ensure effectiveness.

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- (d) developing tier 2 and tier 3 supports with many times existing resources utilized in different ways to create effective systems of intervention such as Check In/Check Out, Check and Connect, Functional Behavior Assessment and corresponding positive Behavioral Support Plans.
- (e) development of the MTSS Essential Components and Fidelity Rubric that incorporated academic and social/behavioral aspects of tiered systems into one system addressing school leadership, data-based decision making, problem solving, universal screening and progress monitoring, classroom instructional strategies, universal design for students with low incidence disabilities, and parent engagement.
- (f) use of technology such as virtual meetings on Adobe Connect, use of a WIKI site for product development, and a Drop Box as an avenue to make materials available to schools.

The many accomplishments built the capacity of schools to implement and sustain evidence based practices in reading, math, and behavior, and improve the learning outcomes for all students, even those with low incidence disabilities.

Objective 2.2 – "Continue and refine support available to all Montana schools adopting a multi-tiered system of support for academics (RTI) or behavior (MBI)."

The Montana Office of Public Instruction instituted the Montana Behavioral Initiative (MBI), a Positive Behavior Supports (PBIS) tiered approach about fifteen years previous to the current grant funding. Additionally, the RTI Initiative was launched by the OPI in 2006 with a pilot project, and then more broadly in 2009 based on that pilot project. The intent of this was for continued development and support via professional development and technical assistance to schools adopting either MBI or RTI prior to or during the five year grant period. Performance measures we met for this objective, but again, these do not adequately capture achievements. MBI expanded the topics for professional development available to all Montana educators at their yearly Summer Institute that included many sessions on MTSS. Webpages were created and maintained on the OPI main website (see above) with RTI and MBI training materials, resources, and information that support LEAs. The RTI Initiatives adopted the MBI approach to professional development; they identified Regional Consultants to oversee training and site-based Facilitators, created a Facilitator/ Consultant Resource Manual , developed regionalized trainings to make participation possible for isolated schools, and provided on-site consultation for schools. Trainings for MBI and RTI were rated as highly effective and useful by participants. Importantly, a RTI Implementation Rubric and Survey was created to "level" schools and help schools identify gaps in their implementation and a blended model of training with webinar and face-to-face trainings was developed and was well received. Finally, both initiatives began recognizing schools that achieved fully implementation of either RTI or MBI by providing a stipend to sustaining schools and hosting a "Sustaining Schools Summit" for schools to showcase their progress. The sustaining schools serve as a resource for other schools in the exploring or implementation process.

Objective 2.3 - "Pilot the implementation of models to extend RTI and PBIS braided approaches to the preschool level."

The SPDG Leadership sought through this objective to pilot early childhood pre-k learning centers using multi-tiered student supports for academics and social emotional learning. The Early Childhood MTSS Pre-K Project was developed in partnership with the Montana OPI and the University of Montana - Institute for Educational Research and Services (IERS). Key IERS personnel have extensive knowledge of and experience with preschool learning, for both typically developing and developmentally delayed children, and the application of RTI and MBI in a preschool setting. The collaboration between IERS personnel and Montana OPI SPDG support and guidance was ideal for piloting the development of tiered services at the preschool level. Six preschools at 8 sites comprised the Pre-K MTSS Project in Year 1 of the grant, the Pre-K leadership team worked to recruit sites, met to discuss best practice and vision the model at each site, and attended national training in respect to early childhood education best practice. In Year 2, the leadership team worked with the preschool sites to gain insight into the new model, trained site personnel on best practice, and took baseline assessments to determine gaps for future planning. An internal coach was identified at each site and was trained on best practice skills for literacy, social/behavioral and mental health development. The 8 coaches as well as 2 external MTSS Consultants supported preschool personnel in developing a preschool braided approach to teaching. All sites continued to train staff and progress with regard to quality of practices which resulted in an increase in the quality of instructional practices, primarily in their use of open-ended questions and engagement strategies. Subsequently, children's language usage in both quantity (increase of # of words spoken per session) and quality (increase in child-initiated comments and questions and incidences of story related vocabulary) improved. The progress confirms the need for supporting teachers to implement the practices and processes being adopted by programs. One of the greatest areas of change across the preschools was the level with which sites used and managed data. Pre-K MTSS Leadership developed an assessment matrix to look across data types and topics, seeking to ensure coverage and reliability. Consequently, they implemented a project wide calendar with consistent reporting dates for the various assessments, including more frequent reporting and consistent progress monitoring. School sites became knowledgeable about problem solving and data-based decision-making. Years 3 through 5, the Pre-K leadership team continued to meet, attend trainings, provide training for site staff, assess outcomes, and met with SPDG leadership each year to discuss outcomes and future directions. All preschools met yearly benchmarks and, remarkably, by Year 5, all but one achieved sustaining

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status. Finally, an Early Childhood (EC) MTSS toolkit was developed that outlines steps across all components of implementation for other programs/sites.

Objective 2.4 – "Develop resources and options that support parent engagement in systems of academic and behavior support."

The intent of this objective was to develop greater collaboration between schools/educators and parents for the responsibility of education; specifically, the academic, social/behavioral and mental growth of children. The objective was achieved by the 15 MTSS Initiative schools that participated in the family engagement process, beginning in year 3. Schools used the Family Engagement Checklist (Muscott & Mann, 2004) to self-evaluate the strategies and activities in place for parent engagement. The Parent Engagement Survey was developed by our initiative to evaluate the extent to which parents schools felt engaged and important to their child's education. Results of the surveys were used by the schools to write action plans to continue development of systems to engage parents.School teams used the evaluation to identify areas of improvement in their system and target these areas with action plans for the following year. Schools developed resources, provided activities and opportunities for parents and worked to develop a climate of partnership with parents. Schools shared ideas and resources that were helpful. All schools increased their level of engagement activities by Year 5 and parents consistently rated schools as highly successful with encouraging and validating their participation. Finally, the MTSS Initiative partnered with a state organization, Parents Let's Unite for Kids (PLUK), which created a page on their website about tiered services of student support (RTI and PBIS/MBI). PLUK added references for parents to access more information from the Montana OPI, RTI, MTSS and MBI websites. PLUK also created and distributed a handout for parents about tiered services (RTI) which included information about alternative assessments for students with disabilities. These resources for all parents can be seen at the PLUK website http://www.pluk.org/.

Objective 2.5 –"Use technology-based strategies to increase access to supports to implement multi-tiered systems (MTSS) of student support."

The Montana OPI SPDG MTSS Leadership Team envisioned development of specific tools and technologies that would emerge over the term of the grant as those that are essential as a support for site based Facilitators and external Consultants to implement braided systems with the greatest effectiveness. At the beginning of the MTSS Initiative, there were tools/technologies highly recommended by the RTI and MBI (PBIS) Initiatives for screening and monitoring academic and social/behavioral components. However, other types of technologies were not widely used. This objective was achieved through an iterative process of adopting tools/technologies, evaluating their useage and effectiveness and then adapting or dropping ineffective technologies. Feedback was provided by onsite Facilitators as to their usage of each tool/technology, and its usefulness, relevance to the process, and effectiveness. The ten tool/technologies that emerged by Year 5 of the grant are considered to be what is essential given current technologies. We recognize that evaluating technologies should be ongoing as new and more specialized tools/technologies continue to emerge and will so over time.

Goal 3 – Low Incidence Support: Provide technical assistance and support to improve access to the general education curriculum for students who need high levels of support.

Goal 3 is a small initiative within the scope of Project REAL. The focus of this goal was to provide technical assistance and support focused on improving access to the general education curriculum for students who need high levels of support. It was included in the grant work scope to ensure that the activities of this project encompassed the full range of students, including those with complex educational needs. The objectives for this goal shifted over time in response to the evolving situation regarding the state's status relative to the new alternate assessment aligned with the common core. During the first two years of the project, Goal 3 activities focused on creating materials and sharing information to increase the awareness of the changing philosophy about access to the general education curriculum for ALL students, with an emphasis in translating what this means for students with significant cognitive disabilities. By the end of the second project year, Montana's became a member of the National Center and State Collaborative (NCSC), one of the two national consortia developing alternate assessments aligned with the Common Core State Standards. This decision shaped the activities to follow in Montana regarding standards-aligned instruction for students taking the alternate, because NCSC undertook the development of a vast array of curricular tools and professional development resources to support teachers in their adoption of practices that would enable them to teach the type of academic content included in the alternate assessment. Teachers were, and continue to be, focused on functional life skills curriculum. Academic content represents a new area of consideration in terms of IEP development and program implementation, and NCSC developed a set of tools to help them implement these approaches. Goal 3 activities adjusted in terms of supporting the use of these vetted materials developed for member states. The NCSC implementation timeline in Montana, and corresponding SPDG Goal 3 activities, is summarized below

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Objective 3.1 – "Utilizing the curricular and instructional materials developed by the National Center and State Collaborative (NCSC), utilize a community of practice approach to provide awareness level information and professional development to support access to the CCSS for students with significant cognitive disabilities."

Objective 3.2 – "Support the development and implementation of a new summative assessment, developed by the National Center and State Collaborative (NCSC) in Montana."

2012-2013 [SPDG Year 3] – NCSC Planning, Awareness, and Development Activities.   During this school year, the SPDG project staff member implementing Goal 3 activities provided leadership to the state's Community of Practice, a small group providing leadership to state personnel regarding the roll-out of the new alternate assessment. Awareness level information was also shared to key stakeholder groups to prepare them for the upcoming changes in assessment procedures as well as the instructional changes needed to provide students with instruction in areas included on the assessment.

2013-14 [SPDG Year 4] – Professional Development, Align IEPs, Pilot Testing.   Training was provided to teachers involved in pilot testing efforts that extended beyond the test itself.   The focus of these additional activities was on the instructional resources available to support standards-aligned instruction through NCSC.

2014-15 [SPDG Year 5] – School/Districts Implement AAS and Alternate Standards.   The focus during the last year of Project REAL was on the instructional practices needed to support standards-aligned instruction.   Sustained, in-depth professional development was provided to Project REAL team members, teachers in the field, and graduate students registered for a semester's course on standards-based instruction for students with low incidence disabilities.

The major accomplishments of this initiative during this cycle of funding is the development of materials and resources that can be used to support the continuation of similar efforts in the newly funded SPDG in Montana (REAL 2.0).   While currently available to stakeholders through a variety of online platforms, resources will be re-packaged and incorporated into the newly developed Montana Professional Development Learning Network platform supported by the Office of Public Instruction.   While not available during the Project REAL years, this new resource will greatly enhance the visibility and accessibility of resources that will be re-packaged to take advantage of this delivery system.

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

OSEP Program Measure 1 - Evidence-based practices in professional development - Projects use evidence-based professional development practices to support the attainment of identified competencies

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a. The percentage of professional development benchmarks of the RTI-Elementary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. ? By the end of Year 5, the target is 90% RTI-Elementary Initiative ? PD Rubric attached	PROGRAM		58 / 64	91		55 / 64	86
1.b. The percentage of professional development benchmarks of the RTI-Secondary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. ? By the end of Year 5, the target is 90% RTI-Secondary Initiative ? PD Rubric attached	PROGRAM		58 / 64	91		55 / 64	86
1.1c. The percentage of professional development benchmarks the MTSS SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. By the end of Year 5, the target is 90% MTSS Initiative ? PD Rubric attached	PROGRAM		58 / 64	91		49 / 64	77

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Explanations Attachment C to this report for the Year 5 PD Rubric for RTI-Elementary, RTI ?Secondary, and MTSS initiatives Please see Project Narrative--Optional Attachment

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2 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

OSEP Measure 2 - Implementation Improvement: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-   supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.a. The RTI - Elementary School Initiative will increase fidelity of RTI implementation at the elementary level by 15 % per year after a baseline is established. The 5th year goal is 90%.	PROGRAM		46 / 51	90		37 / 51	73
2.b. The RTI - Secondary School Initiative will increase fidelity of RTI implementation at the secondary level by 10 % per year after a baseline is established. Years 3, 4, and 5 of will report a 10% increase for each year. The 5th year goal is 80%.	PROGRAM		18 / 23	78		14 / 23	61
2.c. The RTI - Pre-School Initiative preschool pilot sites will increase fidelity of implementation by one level per year after a baseline is established. Year 3 will report the aggregated baseline of pilot sites, years 4 and 5 will report a15% increase in fidelity each year, as measured by the BOQ. The 5th year goal is 95%	PROGRAM		89 / 94	95		87 / 94	93
2.d. The MTSS Initiative will increase the level of implementation of systems at MTSS pilot schools (Cohort 1 n=6) as measured by the Individual Student Systems Evaluation Tool (ISSET) each year. The 5th year goal is 100% of Cohort I MTSS schools will meet the criterion of 90% implementation with fidelity at Tier 1.	PROGRAM		4 / 4	100		4 / 4	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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3 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

OSEP Program Measure 3 - Sustaining SPDG- Projects use SPDG professional development funds to provide follow-up technical assistance (TA) activities designed to promote and sustain evidence-based practice at the building level.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a. The percentage of SPDG funds the RTI-Elementary Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Elementary Initiative	PROGRAM		74364 / 92955	80		23239 / 92955	25
3.b. The percentage of SPDG funds the RTI-Secondary Initiative used for Ongoing Technical Assistance (TA) to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Secondary Initiative	PROGRAM		8180 / 11685	70		2337 / 11685	20
3.c. The percentage of SPDG funds the MTSS Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. MTSS Initiative	PROGRAM		59933 / 119865	50		101886 / 119865	85

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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4 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in state identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness, etc.) who remain teaching after the first two years of employment.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.1. Not applicable to Montana SPDG	PROGRAM	999	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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5 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 1 Objective 1.1. To develop training strategies, planning tools, and resources to guide the MTSS Initiative, a braided implementation of RTI and MBI frameworks (MTSS).

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.1a. In each of the 2nd through 5th years of the grant, at least 5 documents that are training materials and/or planning tools to guide the implementation of the MTSS Initiative, that have been piloted and refined, will be available for use by MTSS Facilitators.	PROJECT	5	/		15	/	
1.1b. In each of the 3rd through 5th years of the grant, MTSS Facilitators will report they use 90% of MTSS materials and resources in support of schools implementing MTSS.	PROJECT		90 / 100	90		91 / 100	91
1.1c. In each of the 3rd through 5th years of the grant, MTSS Facilitators using the materials and resources will rate them as 90% useful, relevant and clear overall in guiding the implementation of MTSS.	PROJECT		90 / 100	90		87 / 100	87

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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6 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.2. To refine strategies and supports to implement RTI at the secondary level.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.2a. In each of the 3rd through 5th years of the grant, at least 3 documents that are training materials to prepare secondary school staff for providing tiered services for secondary students will be available for use by RTI Facilitators working with secondary schools.	PROJECT	3	/		10	/	
2.b. In each of the 3rd through 5th years of the grant, RTI Facilitators working with secondary school staff will report they use a mean of 85% of materials in support of secondary school RTI Implementation.	PROJECT		85 / 100	85		50 / 100	50
1.2c. In each of the 3rd through 5th years of the grant, RTI Facilitators working with secondary schools will rate training materials for secondary school staffs are highly useful, relevant and clear in guiding secondary schools in the implementation of RTI. Target goal for effectiveness is 80%	PROJECT		4 / 5	80		4 / 5	80
1.2d. In each of the 4th and 5th years of the grant, there will be an 85 percent increase in secondary schools implementing RTI when compared to the number of secondary schools implementing RTI in year 1 of the grant, or 10 secondary schools. Request remove as performance measure	PROJECT	999	/		999	/	
1.2e. In each of the 3rd and 5th years of the grant, RTI-Secondary school teams will report that the knowledge and skills learned through CSPD regional trainings are useful, relevant, and clear. Year 3 establishes the baseline. By end of Year 5, trainings will be rated in all categories at 90% effectiveness.	PROJECT		4 / 4	100		3 / 4	75
1.2f.	PROJECT	999	/		999	/	

In each of the 4th through 5th years of the grant, 85 percent of RTI-Secondary schools in the year 3 training cohort will demonstrate an improvement in student outcome data on the MontCAS, when compared to the baseline student performance MontCAS scores. Baseline will be established in Year 3. (276.1 Baseline, Year 3)							

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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7 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.3 - To develop a cadre of skilled facilitators to deliver onsite supports to schools implementing MTSS.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.3a. In each of the 2nd through 5th years of the grant, MTSS facilitators will be evaluated by MTSS School Teams and Facilitator Self-Report for proficiency in guiding the implementation of MTSS. Overall proficiency will be reported as an aggregated total for each year with a goal of Facilitators being 95% proficient by the end of year 5.	PROJECT		5 / 5	100		4 / 5	80
1.3b. In each of the 3rd through 5th years of the grant, MTSS facilitators will be evaluated for proficiency in the use of best practice coaching strategies. By the 5th year, MTSS facilitators will be evaluated at a mean proficiency level in coaching of 85%. Request to delete this measure	PROJECT	999	/		999	/	
1.3c. In each of the 3rd through 5th years of the grant, MTSS facilitators will use distance technology to provide support to schools implementing MTSS, as reported by MTSS facilitators. By the 5th year, 85% of MTSS facilitators will use distance technology as support for implementing schools. Request to delete this measure Redundant with 2.5.a	PROJECT	999	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.4 - To support school leaders to address the organizational and resource implications of integrating previous tiered programs into MTSS.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.4a. In each of the 2nd through 5th years of the grant, administrators participating in monthly webinars report the information provided is useful, relevant, and clear at an 85% rate in the organizational and resource implications of integrating a multi-tiered system of student support in their schools.	PROJECT		4 / 5	80		3 / 5	60
1.4b. In each of the 3rd through 5th years of the grant, 85 percent of school administrators who participate in the webinars and/or networking forum will report they have gained confidence in implementing a multi-tiered system of student support in their schools.	PROJECT		4 / 5	80		4 / 5	80

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.1 - To pilot the MTSS Initiative, a braided approach to integrating RtI and MBI ,within a small cadre of Montana schools.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.1a. At the end of the 1st and 4th year of the grant, 5 schools will be selected to participate in the initial training and development of the MTSS model, an integrated multi-tiered system of support.	PROJECT	10	/		15	/	
2.1b. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at 90% implementation at Tier 1. Baseline percentage of implementation will be established in Year 2. Subsequent years will report increase in percentage of implementation.	PROJECT		4 / 4	100		4 / 4	100
2.1c. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 2. Baseline percentage at Tier 2 will be established in Year 3. Subsequent years will report increase of percentage of Tier 2 implementation.	PROJECT		4 / 4	100		2 / 4	50
2.1d. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 3. Baseline percentage at Tier 3 will be established in Year 3. Subsequent years will report increase of percentage of Tier 3 implementation.	PROJECT		4 / 4	100		1 / 4	25
2.1e. By the end of year 5, the aggregated MTSS pilot schools in cohort 1 will demonstrate improvement in student outcome data, using the criteria of 80% of students at proficiency levels, or Tier 1. Tier 2 and 3 data will be reported in the explanation.	PROJECT		80 / 100	80		68 / 100	68

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.2 - To continue and refine support available to all Montana schools adopting a multi-tiered system of support for academics (RtI) or behavior (MBI)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.2a. In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of Professional Development training will be provided across Montana RtI school teams. Levels of PD are (1) awareness, (2) deeper understanding & initial implementation, (3) systematic targeted intervention, (4) fidelity of implementation and culture change.	PROJECT	8	/		91	/	
2.2b. In each of the 2nd through 5th years of the grant, 85 percent of RtI school team members participating in training workshops will report training was useful, relevant and clear in guiding their RtI implementation at the school level.	PROJECT		3 / 4	75		4 / 4	100
2.2c. Over the 2nd through 5th years of the grant, each Montana RtI school will be evaluated for an increase in their level of implementation by the school site coach. Results are aggregated at the state level with the expectation that extent/levels of implementation will gradually increase through the 5th year. The 2nd year establishes baseline, years 3, 4 and 5 will report increases. Request Delete: Redundant with GRPA 2.a	PROJECT	999	/		999	/	
2.2d. In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of implementation for MBI will be provided to school teams adopting a multi-tiered system of supports.	PROJECT	8	/		320	/	
2.2e. In each of the 2nd through 5th years of the grant, 85 percent of MBI school	PROJECT		3 / 4	75		4 / 4	100

team members participating in training workshops will report training was useful, relevant and clear in guiding their MBI implementation at the school level.						
2.2f. In the 3rd through 5th years of the grant, each Montana MBI school will be evaluated for an increase in their level of implementation by the school. Results will be aggregated across schools with Year 3establishing a Baseline and Cohort of schools to measure progress. By the end of Year 5 the aggregated percent implemented for Year 3 Cohort MBI Schools will be 90%	PROJECT		90 / 100	90	999 / 100	999
2.2g. By the 5th year of the grant, schools participating in the RTI-Elementary initiative in the 3rd year cohort will show an increase in student reading performance outcomes. Tier 1 student reading scores in the aggregate cohort year 3 will attain 80% proficiency levels. Year 3 and 4 will show progress toward the target of 80% baseline.	PROJECT		80 / 100	80	66 / 100	66

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H323A100009

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.3 - To pilot the implementation of models to extend RtI and PBIS braided approaches to the preschool level.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.3a. By the 2nd year of the grant, Recruit and identify 5 early childhood sites to participate in the implementation of a multi-tiered system of support model ? MTSS-PreK.	PROJECT	5	/		6	/	
2.3b. During the 2nd through 5th years of the project, the MTSS PreK Leadership Team will meet at least 2 times per year to conceptualize implementation, scaling-up, and sustainability of a multi-tiered system of support at the preschool level.	PROJECT	2	/		4	/	
2.3c. At least 10 consultants will be trained by the end of the 5th year in relation to the early childhood MTSS PreK pilot sites.	PROJECT	10	/		10	/	
2.3d. During 2nd through 5th years of the grant, at least 2 trainings per year will be provided to MTSS PreK project personnel at either the state and/or national level.	PROJECT	2	/		0	/	
2.3e. In Year 3 of the grant, percent of implementation with fidelity of MTSS-PreK components will be at 75%, in the 4th year at 85% and in the 5th year at 95%. Components are measured by the ELLCO, CLASS, BOQ-Pre-K, and IOP.	PROJECT		95 / 100	95		87 / 100	87

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

OMB No.1851-6002 Exp.06/30/2017

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H323A100009

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

12 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 2 - Objective 2.4 - To develop resources and options that support parent engagement in systems of academic and behavior support.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.4a. In each of the 2nd through 5th years of the grant, identify at least 5 schools with resources and interest in receiving support to create parent resources.	PROJECT	5	/		15	/	
2.4b. In each of the 3rd through 5th years of the grant, 85 percent of participating schools will adopt a range of methods to link parents to school activities. In Year 4 and 5 MTSS Schools will demonstrate an increase in parent involvement strategies as evaluated by the Family/Community Checklist.	PROJECT		3 / 3	100		3 / 3	100
2.4c. In each of the 3rd through 5th years of the grant, 85 percent of parents responding to survey in participating schools will report satisfaction in their participation in systems of academic and behavior support.	PROJECT		4 / 5	80		4 / 5	80

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

OMB No.1851-6002 Exp.06/30/2017

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

13 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 2 - Objective 2.5 - To use technology-based strategies to increase access to supports to implement multi-tiered systems (MTSS) of student support.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.5a. In each of the 2nd through 5th years of the grant, at least 10 consultants /facilitators will be trained to use technology-based strategies to support schools implementing multi-tiered systems of student support.	PROJECT	10	/		23	/	
2.5b. In each of the 3rd through 5th years of the grant, at least 2 types of technology-based strategies will be used in support schools implementing multi-tiered systems of support as reported by consultants/facilitators.	PROJECT	6	/		12	/	
2.5c. In each of the 3rd through 5th years of the grant, at least 10 consultants/facilitators will report using technology-based strategies to provide support to schools implementing multi-tiered systems of support.	PROJECT	10	/		16	/	
2.5d. In each of the 3rd through 5th years of the grant, school teams participating in technology-based support will report it as useful in their implementation of multi-tiered systems of support. By Year 5, school teams will rate technology-based tools and strategies as at least 90% useful and effective.	PROJECT		4 / 4	100		3 / 4	75

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

14 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 3 - Objective 1 - Utilizing the curricular and instructional materials developed by the National Center and State Collaborative (NCSC), utilize a community of practice approach to provide awareness level information and professional development to support access to the CCSS for students with significant cognitive disabilities.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.1a. During each of the remaining years of this project, professional development initiatives will address the needs of at least 3 key stakeholder groups (i.e., preservice personnel, teachers, administrators, parents), requiring customization of materials and the delivery and availability of information via a variety of information-dissemination channels.	PROJECT	3	/		5	/	
3.1b. Among those who access professional development activities in a structured training format, 85% will rate the value, effectiveness, and clarity of the information provided as good, very good, or excellent, based on a five point evaluation rubric.	PROJECT		79 / 93	85		83 / 93	89

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H323A100009

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

15 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

Goal 3 - Objective 2 - To support the development and implementation of a new summative assessment, developed by the National Center and State Collaborative (NCSC) in Montana.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.2a. During years 4 and 5, gather and share usability and sustainability data required of Tier II states that are members of NCSC from at least 80% of field test participants.	PROJECT		80 / 100	80		999 / 100	999
3.2b. Among teachers implementing the new alternate assessment during years 4 and 5, at least 90% will indicate that they have accessed training and successfully completed it, receiving 80% or above on the test administration quiz.	PROJECT		23 / 25	92		999 / 100	999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see Project Narrative--Optional Attachment

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Indirect Cost Ratio

File : **Indirect_Cost_Ratio.pdf**

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : Explanations_Attachment_MT_OPI_FY5_2015

File : **Explanations_Attachment_MT_OPI_FY5_2015.pdf**

Table of Contents

Worksheet
SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the "PD components" column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The "PD components" column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 RtI Elem. 2014-2015 Project's self-rating

| A(1) Selection | **Clear expectations are provided for PD participants and for schools, districts, or other agencies.**

Required elements:
• Description of expectations for PD participants (e.g., attendance in training, data reporting).[i]
• Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).[ii,iii]
• Description of how schools, districts, or other agencies were informed of their responsibilities.[2,3]

Provide a brief description of the form(s) used for these agreements. | The OPI selects schools based on an application process that clearly defines participation that includes provision of the necessary resources, supports and administrative participation. School team member roles and responsibilities are laid out under participation requirements in the application. The application process is completed through our Elementary RtI Implementation Rubric*. A cover letter**(*) accompanies the link to the Elementary RTI Implementation Rubric. Schools accessed the rubric via a link provided. Data from the rubrics was collected internally by our RtI Coordinator and shared out with our RtI regional facilitators and consultants.
There are 6 areas of possible support identified within the rubric. Expectations for the participating schools are outlined within each of the 6 individual areas. They are as follows:
    1) Strong Leadership & Collaboration Teaming
        Requirements include
        a. District and school site leadership provide active commitment and support (time, resources & staff) for RtI school-wide training and activities.
        b. The RtI School Leadership Team provides on-site training and guidance toward the building of a school-wide understanding of the RtI framework.
        c. RtI Leadership Team has developed procedures for school-wide staff consensus building activities that support Montana's RtI framework.
        d. School-wide, staff are committed to the RtI process for school improvement at some level.
        e. School-wide understanding of and support for the RtI process, consensus is at 80% or more, and documented through staff surveys, activities, and a commitment to school improvement.
        f. All staff (faculty, administration, school board) are involved in the ongoing evolving school improvement process and their commitment is documented.
    2) Ongoing Assessments & Data Driven Decisions
        a. Benchmark achievement data is collected 3x per year, and a system for summarizing and distributing this information has been established.
        b. Evaluating student progress includes monitoring, bi-monthly or monthly for designated strategic or intensive | 4 |

students. Some or all staff have training in the use of progress monitoring tools and techniques.
c. Diagnostic measures and aligned interventions are used to further address the instructional needs of students identified as strategic and intensive.
d. Assessment (including benchmarking, progress monitoring, and formative assessment at all instructional levels) drives instructional practices.
e. A continuum of interventions pathway (protocol, focus guidelines) based upon established decision rules for data has been developed for advance, benchmark, strategic and intensive groups.
f. Teams (RtI Leadership, grade level, content area, data, etc.) understand and implement problem-solving procedures; changes are made based on data & corresponding student needs.
g. Pathways (protocols, focus guidelines) have been developed with criteria built from decision rules based on data for all content and behavioral areas.
h. Documented forms of progress monitoring (use of CBMs, formative assessment) drive use of research validated curriculum, interventions and instructional practices at all tiers.
i. Documented revisions of the RtI process are based upon data formally reviewed at least annually by the RtI Leadership Team and appropriate school staff.

3) Evidence Based Curriculum & Instruction
a. Research validated core curriculum and interventions have been selected, inventoried and all staff are using these materials at all levels of instruction. Reading and Math texts use "evidence-based" methods and are sequenced so that students can be expected to have received instruction on specific skills when they enter the next grade.
b. Use of evidence-based instructional approaches that have a high probability of success for the majority of students are apparent in all instructional settings.

4) Fidelity of Implementation
a. Instructional expectations have been outlined to address the fidelity of curriculum delivery and instructional strategies.

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Elem. 2014-2015 Project's self-rating

		b. A school-wide commitment to the ongoing improvement of curriculum, instructional materials and practices is measured with fidelity procedures that are scheduled and documented.
		5) Ongoing Training and Professional Development
		   a. Action plans and next steps are reviewed 3x per year and efforts are made to provide appropriate training school-wide that addresses staff and student needs based upon data.
		   b. RtI Leadership Teams are involved in training that supports the implementation process and school staff receive support from the leadership & additional training as needed to support the implementation of the essential components of the RtI process.
		   c. All new staff receive on-site training and support for implementation of the RtI process and procedures.
		6) Community and Family Involvement
		   a. The RtI process is documented in the school handbook, special education narrative, 5-year plan, and school policies & procedures.
		   b. School board members, parents and community are actively involved in the ongoing review of the RtI process.
		
		(Note: in FY 5 of this SPDG, we did not accept any new participating schools therefore the link to the Elementary RtI Implementation Rubric is inactive.) In FY 5 only, schools that had participated in previous years were allowed to continue participation in the project. Consequently, no new applications were issued.
		
		*See Attachment B: Elementary RtI Implementation Rubric
		**See Attachment C: RtI Application Letter 2014-2015
		***See Attachment D: RtI Application Letter 2013-2014	

| A(2) Selection | **Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.[1]**

Required elements:
• Expectations for trainers' qualifications and experience and how these qualifications will be ascertained.
    o Description of role and responsibilities for trainers (the people who trained PD participants).
• Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.
    o Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). | Trainers who are either Regional Consultants or local Facilitators are hired as short-term employees of the Montana Office of Public Instruction. State guidelines and protocols for hiring are followed—position descriptions, roles and responsibilities are described in the application*. Previous applications were reviewed by the State RtI Coordinator and approved by the State Special Education Director and an Assistant Superintendent to ensure that each applicant has the necessary background knowledge and experience to serve as a RtI Regional Consultant or Facilitator. Expectations for serving as a trainer are those provided by Knight** Specific job descriptions are outlined in both the Facilitator Job Description*** and the Regional Consultant Job Description****.

Qualifications of an RtI/MTSS Facilitator*** and the Regional RtI/MTSS Consultant**** are:
  1) Have a bachelor's degree in early childhood education, elementary education, reading and math, special education, school psychology or a closely related field and three or more years of successful professional teaching experience
  2) Demonstrate a strong understanding of the best practices embedded in the Montana Response to Instruction model
  3) Demonstrate the leadership experience, organizational skills, and communication abilities to effectively support school administrators, teachers, and instructional teams in their implantation of RtI
  4) Candidates with experience working with district-level RtI teams providing school improvement, decision-making, and support are preferred
Job Description of an RtI/MTSS Facilitator*** and the Regional RtI/MTSS Consultant**** are:
  1) Exhibit knowledge of research related to RtI/MTSS and the practices and processes of the Montana RtI model
  2) Support and respect the Montana RtI/MTSS program
  3) Maintain the confidentiality of school and student records
  4) Observe professional lines of communication at all times with individuals inside and outside the school system
  5) Accept other duties as may be assigned by the State RtI/MTSS Coordinator which are related to the scope of the job
  6) Exhibit effective and demonstrated skills in: | 4 |

		a. leadership; planning, implementing, and assessing the RtI/MTSS process b. communication, both in writing and orally c. interpersonal skills with individuals, teams and groups (student, parent, educator, specialist, administrator and support staff) d. working collaboratively with various groups within the school and in the community; working collaboratively and respectfully with other RtI/MTSS facilitators and RtI/MTSS Regional Consultants e. gaining consensus in groups and among various audiences; providing curriculum and instructional strategies f. presenting to small and large groups for staff development; time management g. problem solving and development of solutions; planning and facilitating meetings h. analysis and use of data for decision making; working cooperatively in sharing knowledge, expertise, and skills with others The RtI/MTSS Facilitator is expected to: 1) Attend and assist in the delivery of regional RtI/MTSS training sessions 2) Shadow the regional consultant or an experienced facilitator until it is determined they are ready to provide on-site support to schools 3) Be assigned to provide on-site support to no more than three schools per school year unless mutually agreed upon by facilitator and regional consultant 4) Contact each assigned school early in the 204-2015 school year and visit all assigned schools at least two times per school year 5) Attend RtI/MTSS Facilitator/Regional Consultant training twice a year 6) Not be paid to do independent RtI/MTSS trainings (school will not be reimbursed to attend such trainings) 7) Submit timesheets, travel claims, and any school visit data on a bi-weekly basis a. Timesheets are due by noon on Friday following paydays and they must be submitted with a back-up documentation sheet providing information on what is being done with the hours worked	

| | | b. Travel claims are due by noon on paydays and must accurately reflect all of your travel time while working for the OPI and be accompanied by a hotel receipt (if applicable) that reflects a zero balance, or paid in full
c. Submit school visit data on a monthly basis

The RtI/MTSS Consultant is expected to:
1) Plan and coordinate the delivery of regional RtI Leadership Team training sessions; for secondary consultants trainings may be trans-regional
2) Coordinate the assignment of RtI/MTSS facilitators to schools to provide site follow-up and support
3) Be assigned to no more than three schools per school year unless mutually agreed upon by regional consultant and state coordinator
4) Contact each assigned school early in the 2014-2015 school year and visit all assigned schools at least two times per school year
5) Attend RtI/MTSS Facilitator/Regional Consultant training twice a year
6) Attend CSPD council meetings in their region
7) Meet with other RtI/MTSS Regional Consultants and the State RtI Coordinator regularly and as needed
8) Present sessions on RtI topics at state conferences as needed and as mutually agreed upon between Regional Consultant and State RtI/MTSS Coordinator
9) Preapprove any additional RtI/MTSS trainings affiliated with the OPI with the State RtI/MTSS Coordinator
10) Not be paid to do independent RtI trainings (schools will not be reimbursed to attend such trainings
11) Advice whether or not schools in their region are at the RtI sustaining level to qualify students as learning disabled under the RtI model at the request of the school district
12) Assist in the creation of a yearly state RtI action plan
13) Coach, supervise, and support the RtI Facilitators
  a. Supervising facilitators-in-training or assigning them to an experienced facilitator so that they may shadow the master facilitator /consultant as part of their training
  b. Deciding, with consultation from participating facilitators, when new trainees are ready to assume the responsibility of full site facilitators | |

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Elem. 2014-2015 Project's self-rating
		c. Acting as a liaison ensuring that information from the State RtI Coordinator is communicated promptly d. Prompting and assisting facilitators in submitting the necessary grant-related data in a correct and timely manner e. Planning and providing state and regional training for facilitators f. Helping facilitators problem solve issues that arise as they support their assigned schools g. Visiting facilitators' assigned schools with them as needed 14) Assist in the revision and development of Montana RtI Framework/Resource Guide if needed 15) Submit timesheets, travel claims, and any school visit data on a bi-weekly basis a. Timesheets are due by noon on Friday following paydays and they must be submitted with a back-up documentation sheet providing information on what is being done with the hours worked b. Travel claims are due by noon on paydays and must accurately reflect all of your travel time while working for the OPI and be accompanied by a hotel receipt (if applicable) that reflects a zero balance, or paid in full 16) Submit grant-related staff development school visit data on a monthly basis No new consultants or facilitators were hired for the RtI project for FY 5 *See Attachment E: OPI RtI trainer application **See Attachment F: Coaching/Training Expectation & Strategies (Knight) ***See Attachment G: Facilitator Job Description--2012-2013 ****See Attachment H: Regional Consultant Job Description--2012-2013	

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 RtI Elem. 2014-2015 Project's self-rating
B(1) Training	**Accountability for the delivery and quality of training.** Required elements: • Identification of the lead person(s) accountable for training. • Description of the role and responsibilities of the lead person(s) accountable for training.	Annette Young, SPDG Coordinator, with Susan Bailey-Anderson, Montana SPDG State Director, works to oversee the work of the Regional Consultants. Susan meets monthly, via webinar, with the Regional Consultants and the RtI Facilitators to discuss all matters with RtI implementation at both the elementary and secondary level. During the monthly webinars, there is also a brief "in-the-know" section where a topic of interest to the Regional Consultants and the RtI Facilitators is explored in greater depth. Experts on the topics provide a mini-training and facilitate the topic discussion. The Regional Consultants directly oversee the school level RtI Facilitators and provide guidance and direction for the on-site support by the facilitators. Schools understand that they may contact their Regional Consultant with concerns.	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 RtI Elem. 2014-2015 Project's self-rating
B(2) Training	**Effective research-based adult learning strategies are used.**[iv,v,vi] Required elements: • Identification of adult learning strategies used, including the source (e.g., citation). • Description of how adult learning strategies were used. • Description of how data are gathered to assess how well adult learning strategies were implemented.	RtI Training Modules are sequenced from the Exploring A implementation level through the Implementing A levels to ensure consistency in training across Facilitators and Regional Consultants. Sequenced trainings* are manualized and have adult learning principals as identified by NIRN and Knight's** effective coaching principles and strategies embedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback). New facilitators are required to attend 4 training sessions and shadow their respective Regional Consultant before being deemed ready to be a facilitator. Regional Consultants monitor new Facilitators for successful delivery of training that includes adult learning principle strategies. Regional Consultants provide verbal formative performance feedback to Facilitators to further refine training delivery. Schools also evaluate the trainings using Guskey's levels. Online evaluations have been developed that allow for systematic tracking and provision of longitudinal data. Issues brought forth in the evaluations are discussed and trainings are modified if necessary prior to the next training. *See RtI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/rti/Implementing.html **See Attachment F: Coaching/Training Expectations and Strategies (Knight)	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Elem. 2014-2015 Project's self-rating
B(3) Training	**Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).[3,5]** Required elements: • Description of skills that participants were expected to acquire as a result of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured.	Trainings provided to School Leadership Teams are designed to develop background knowledge and specific skill building. Facilitators are trained to use and demonstrate skills such as the ability to: screen all students three times per year; to use screening data to sort students into appropriate academic support tiers; use progress monitoring measures correctly; analyze progress monitoring data to group students according to learning needs; identify needs and apply appropriate intervention strategies; and to adjust instruction over time in accordance with progress monitoring data to improve student learning outcomes. Facilitators are observed by their respective Regional Consultant to ensure skills are learned to criterion and sufficient knowledge is gained in training. An RtI Elementary Implementation Rubric* and Digging Deeper Documentation** have been developed to help facilitators and consultants track the schools' progress and identify gaps. Monthly conference calls with the OPI and RtI consultants/facilitators were initiated thru the OPI to discuss the project. *See Attachment B: Elementary RtI Implementation Rubric **See Attachment I: Digging Deeper Documentation	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Elem. 2014-2015 Project's self-rating
B(4) Training	**Training outcome data are collected and analyzed to assess participant knowledge and skills.[5]** Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. • Description of how training outcome data were reported. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.	Upon completion of each training, evaluations are collected and analyzed by the trainer, consultants and facilitators in order to guide future trainings. Post trainings, school teams self-evaluate with their Facilitator the school's need for further skill development or implementation plans through a "Next Steps" rubric*. In addition, the Elementary RtI Implementation Rubric** and Digging Deeper Documentation*** have been developed to help guide schools in creating their action plans. When schools have reached the Implementing B Level, they develop Individual Plans of Progress (IPP) that target their individual gaps. RtI Facilitators and Regional Consultants assist the schools in designing meaningful professional development based on these gaps. The action plans and IPPs are reviewed by the Regional Consultants. Feedback is also provided to the trainer in order to inform continued trainings. School teams complete the RtI Implementation Survey**** to self-evaluate skill and implementation growth in the 8 essential components and relevant skills on a year-to-year basis. *See Attachment J: "Next Steps" Rubric ***See Attachment B: Elementary RtI Implementation Rubric ***See Attachment I: Digging Deeper Documentation ****See link to RtI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Elem. 2014-2015 Project's self-rating
B(5) Training	**Trainers (the people who trained PD participants) are trained, coached, and observed.**[5,vii] Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). • Description of procedures to obtain participant feedback. • Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).	RtI Training Modules are manualized from the Exploring A through the Implementing A levels to ensure consistency in training across Facilitators and Regional Consultants. Implementing B and Sustaining Level schools are provided support in the form of guidance, on-site facilitation, and gap analysis. These teams' self-identify gaps and their facilitators assist them in providing the appropriate professional development to meet each school's individualized needs. Training objectives for each module were identified and then evaluated by participants, based upon these identified objectives. This provides fidelity to the training process and consistency of trainings to ensure that they are implemented as planned across our 5 regions. For professional development needs, we collaborated with other state divisions, regional service providers, and national consultants to provide relevant and on-going trainings for our consultants and facilitators. *See Attachment K: 2013-2014 Revised Elementary Training Timeline **See attached Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EIT dQDqJ9sw9T0iVX4/edit	3
C(1) Coaching	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.**[viii] Required elements: • Identification of the lead person(s) responsible for coaching services. • Description of the role and responsibilities of the lead person(s) accountable for coaching services. • Description of how data were used to provide feedback to coaches and improve coaching strategies.	Monthly conference calls with the SPDG State Director, SPDG Coordinator, RtI Regional Consultants, and RtI facilitators were initiated thru the OPI to discuss the project. In addition, post-training evaluations are reviewed by Regional Consultants and facilitators to assess quality and timeliness of the training. *See attached Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EIT dQDqJ9sw9T0iVX4/edit	2

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Elem. 2014-2015 Project's self-rating
C(2) Coaching	**SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.** Required elements: • Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).[6] • Describe how SPDG coaches monitored implementation progress. • Describe how the data from the monitoring is used to provide feedback to implementers.	RtI Facilitators incorporate adult learning principles into sequenced training materials which are manualized and have adult learning principals as identified by NIRN and Knight's* effective coaching principles and strategies embedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback).Facilitators regularly model the strategies that the practitioners are expected to use. They also discuss challenges the practitioner is facing in implementing the strategies. The RtI Facilitators can meet with the principals of the schools (and/or leadership teams) up to 4 times per year. They use this time to discuss barriers to implementation, including teachers' perceptions of factors undermining their abilities to achieve valued student learning outcomes. RtI Facilitators help schools sustain continuous improvement through regular rubric assessments (see attached Elementary RtI Implementation Rubric**), our implementation checklist (see attached RtI implementation survey***) and tracking of the schools' next steps (see attached "Next Steps" Rubric****) At the Implementing and Sustaining Levels, RtI facilitators work with school teams to identify, target, and eliminate their implementation gaps of all 8 essential components. * See Attachment F: Coaching/Training Expectations & Strategies (Knight) **See Attachment B: Elementary RtI Implementation Rubric ***See link to RtI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home ****See Attachment J: "Next Steps" Rubric	4

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	FY5 RtI Elem. 2014-2015 Project's self-rating
D(1) Performance Assessment (Data-based Decision Making)	**Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).**[10] Required elements: • Provide a description of the role/responsibilities of the lead person and who this person is.	Shared leadership is comprised of a school Leadership Team. The Leadership Team is responsible for facilitating effective implementation at their school. Implementation rubrics, a yearly implementation survey, and self-assessment forms provided by RtI Facilitators assist schools in evaluating implementation process fidelity. School movement through RtI supports are tied to the schools' progress as evidenced in their implementation surveys and rubrics. Consultants and facilitators use the data from these tools to design and assign appropriate trainings for the schools. Schools are coached on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing teams are encouraged to create grade level teams (or grade band teams in rural schools) that meet weekly or bi-monthly for collaboration and instructional planning.	4
D(2) Performance Assessment	**Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).** Required elements: • Describe data systems that are in place for various education levels. • Describe how alignment or coherence is achieved between various data systems or sources of data. • Describe how multiple sources of information are used to guide improvement and demonstrate impact.[10]	Implementation teams at the school level collect and analyze academic (and behavioral) data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools share their academic data with the state through submission of their thrice-yearly benchmarking data. The full performance feedback loop was completed as the State database was developed to analyze initiative school data on a statewide basis. The state evaluator reported on data trends for the RtI-Elementary Initiative. This information has been provided to participating schools and regions. All data will continue to be used to make decisions on effectiveness, needs for further refinement or changes to methods.	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 RtI Elem. 2014-2015 Project's self-rating
D(3) Performance Assessment	**Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).[10]** Required elements: • Describe the feedback loop for each level of the system the SPDG works with o Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. • Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).[10]	Participating RtI-Elementary schools are required to use the 8 Essential Components of our initiative to determine whether or not they are making adequate progress. They are introduced to and provided skills-based training on each component of the initiative. Modules for each component are available on the RtI website for schools to use to train new staff. Also, it is recommended that schools create a handbook on RtI procedures for all new staff. Ongoing support includes job embedded professional development to ensure implementation fidelity. An implementation survey measures schools for continuous improvement in using the 8 components. Each level of RtI training has a module dedicated to teaming and consensus building. Schools are provided with tools, ideas on how to bring about staff consensus through the RtI process. RTI facilitators coach schools on how to use data in the decision-making process and how to share out the data to increase stakeholders buy-in. The state evaluator reported out on data trends for the RtI-Elementary Initiative. From this information, modules were modified to reinforce the components of fidelity and family engagement. RtI data compilations were utilized by SEA representatives, showcasing the success of the RtI program to our state legislature. *See RtI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/rti/Implementing.html	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Elem. 2014-2015 Project's self-rating
D(4) Performance Assessment	**Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.[10]** Required elements: • Describe how benchmarks are created and shared. • Describe positive recognition processes for achievements. • Describe how data are used to "market" the initiative.	Schools move through 5 stages of implementation benchmarks and are tracked with a yearly survey. The RtI Implementation Survey* is used to evaluate if benchmarks have been achieved and to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential RtI component requirements (through survey and various other implementation assessment tools— Elementary RtI Implementation Rubric **, Digging Deeper Document***), we evaluate the areas that need more focus for training and coaching support. Schools then formulate their next steps with their information in mind and we formulate our trainings and coaching to be responsive to the schools' identified needs. Student data is collected at the state level and has been disaggregated to help evaluate successful attainment of school and regional implementation goals and benchmarks. Schools' implementation gains are celebrated at all levels but formally acknowledged when the schools reach sustaining status. For FY5, 12 new schools were recognized for reaching the sustaining level, bringing the total to 32 schools. Having received a new SPDG grant award, schools that have been strictly using the RtI model will be recruited to move toward the MTSS model. We will be working on expanding across the state from our MTSS pilot project (Project REAL) in the new SPDG grant. *See link to RtI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home **See Attachment B: Elementary RtI Implementation Rubric ***See Attachment I: Digging Deeper documents	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Elem. 2014-2015 Project's self-rating
D(5) Performance Assessment	**Participants are instructed in how to provide data to the SPDG Project.** Required elements: • Procedures described for data submission. • Guidance provided to schools/districts.	Guidance for reporting data to the SPDG project is provided to RtI Facilitators through the SPDG Coordinator, TA and written documents (Evaluations using Guskey's levels). Those responsible for the data are given the number and e-mail of the SPDG Coordinator for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a monthly basis. Midway through FY 3, we assigned a new data analyst to the project. This person has done a thorough job of working with the schools in the RtI process to assist in data submission. She continues to use regular contact via phone and e-mail, as well as having moved many of them to an automated process where they have given her collection rights from their internal servers to ensure meeting data collection deadlines. Some schools within the project have switched to new assessment measures which do not align with our original grant application, in spite of their contractual agreements not to do so. Our new data analyst is working carefully with our external grant evaluator to ensure that both the agreed upon and the new data measurements are collected and reported out in the annual report.	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Elem. 2014-2015 Project's self-rating
E(1) Facilitative Administrative Support/ Systems Intervention	**Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.** Required elements: • Role/job description of administrators relative to program implementation provided. • Describe how the SPDG trains and supports administrators so that they may in turn support implementers.	Principals are provided with their role, responsibilities and expectations in the RtI-Elementary Application (see the attached RtI Application Letter 2014-2015*; our application was electronic but we did not accept any new applicants to the project in FY5 therefore closed the link). These expectations include their attendance at all trainings where they are instructed to utilize specific administrative processes via training modules specifically targeted toward leadership skills and roles. The expectations of RtI Facilitators are outlined in their job descriptions (see attached Facilitator Job Description--2012-2013**) and are partially reiterated in the training manual and project applications. Principals and school board chairs are expected to fully support implementation of RtI as indicated by signing the application agreement. In the fall of 2012, principals received specific leadership training at a Leadership Seminar geared toward their role as instructional leaders in the RTI process. Although successful and well received, funding for targeted administrative trainings was shifted from RtI to the MTSS Project REAL. During trainings, principals and their teams complete next step forms including which areas of professional development need targeting. Administrators are encouraged to use these next steps to plan their yearly professional development. Resources for professional development needs of schools are provided by RtI Facilitators and Regional Consultants. Principals receive further support by engaging in RtI Consultant-led Administrative training strands for the purpose of sharing implementation information and strategies with other administrators. *See Attachment C: RtI Application Letter 2014-2015 **See Attachment G: Facilitator Job Description--2012-2013	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Elem. 2014-2015 Project's self-rating
E(2) Facilitative Administrative Support/ Systems Intervention	**Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation** Required elements: ● Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers). ● Describe processes for revising policies and procedures and making other necessary changes.	Leadership teams, including principals, are trained on how to use data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize data to monitor student progress toward benchmark goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times).	2

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 36-39).

[1] http://learningforward.org/standards/resources#.U1Es3rHD888 .

[1] Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

[1] Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences,* 8, 143-148.

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 39-43).

[1] http://learningforward.org/standards/learning-designs#.U1GVhbHD888 .

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 47-55).

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 44-47).

[9] http://learningforward.org/standards/data#.U2FGp_ldWYk .

[10] http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf (pp. 15-16).

[i] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 36-39).

[ii] http://learningforward.org/standards/resources#.U1Es3rHD888 .

[iii] Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

[iv] Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences,* 8, 143-148.

[v] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 39-43).

[vi] http://learningforward.org/standards/learning-designs#.U1GVhbHD888 .

[vii] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 47-55).

[viii] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 44-47).

[9] http://learningforward.org/standards/data#.U2FGp_ldWYk .

[10] http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf (pp. 15-16).

Attachment B: RtI Elementary Implementation Rubric

INTRUCTIONS FOR COMPLETING THE RUBRIC FOR REVIEWING THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION:

Each of the following elements will be addressed in the worksheets.
Strong Leadership & Collaboration Teaming

Ongoing Assessment & Data-Based Decision Making

Evidenced-based Curriculum/Interventions & Instructional Practices

Fidelity of Implementation

Ongoing Training and Professional Development

Community and Family Involvement

After reading the general requirements for implementation at the top of each section, you are asked to
1)   Rate your school in each area and
2)   Determine the next steps your school will take toward establishing an MTSS/RTI Framework
3)   Record the information for all six essential elements on the last page of the rubric.

YOU MAY FIND IT HELPFUL TO REVIEW THE EVIDENCE IN EACH AREA FIRST! To better assist you in determining your progress thus far, a list of evidence (blue headings) follows each area that outlines specific steps that may be undertaken to reach full implementation of the RTI component. It may be helpful to check the boxes in front of statements/activities/procedures that are already in place at your school. If you find activities that fit your school's next course of action, you may want to utilize these activities as "Next Steps".   It is not necessary to go beyond your level of implementation unless you need/want activities at higher implementation levels.

Note: The list of evidence is meant only as a guide. It is not unusual for schools to be be farther along in some areas than others. There are NO SET RULES for the exact step/procedure/element you choose to work on. For example, some schools have chosen to begin with a math focus rather than a reading focus. Each school is unique and each team must come to consensus in identifying priorities that will lead to implementation of a multi-tiered system of supports.

Feel free to ask questions to clarify information. The facilitators will be glad to assist you in any way we can!   1

Rubric for Assessing RTI Implementation – Strong Leadership & Collaborative Training

Requirements (listed in ascending order of implementation)

1. District and school site leadership provide active commitment and support (time, resources & staff) for RTI school-wide training And activities.
2. The RTI School Leadership Team provides on-site training and guidance toward the building of a school-wide understanding of the RTI framework.
3. RTI Leadership Team has developed procedures for school-wide staff consensus building activities that support Montana's RTI Framework.
4. School-wide, staff are committed to the RTI process for school Improvement at some level.
5. School-wide understanding of and support for the RTI process, consensus is at 80& or more, and documented through staff surveys, activities and a commitment to school improvement.
6. All staff (faculty, administration, school board) are involved in the ongoing evolving school improvement process and their commitment is documented.

Check the Box That Rates Your School on Leadership & Collaborative Training:

☐ Novice- The school has not yet implemented this practice.

☐ Nearing Proficient- The practice is partially in place, people are working on it and the leadership team knows about this requirement.

☐ Proficient- The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Leadership and Collaborative Training?

1._____

2._____

3._____   2

Examples of Documentation for Collaborative Teaming and Strong Leadership may include:

Exploring A

☐ OPI/RTI Application

☐ Budget assigned to support RTI

☐ Resources assigned to support RTI

☐ Leadership team is appropriate, committed and involved (including the school principal, content specialists, general ed, special ed, parent rep, and appropriate representatives/support professionals who have expertise in core/content literacy/data management Inventory of curriculum and intervention resources by grade

☐ Calendar of Leadership Team meetings and activities is established

☐ Roles are established for leadership meetings (facilitator, timer, record keeper, etc.)

☐ Agendas are prepared/distributed in advance of leadership meetings and include pertinent items for members' review

☐ Establish goals for the year and next steps/action plans

☐ Identify initial grade group(s) for start up implementation (e.g. K,1 for reading)

☐ Begin dialogue among support personnel concerning data

☐ The district and school site leadership begins to provide active commitment and support (time, resources, & staff) for RTI school-wide training and activities

Exploring B

☐ RTI handbook has been developed & includes samples of forms, inventories, maps, Fidelity checks, RTI glossary, etc.

☐ Staff training related to RTI has been scheduled

☐ Evidence of instructional leadership activities for supplementary programs and effective instruction   3

☐ Establish how all staff access data, set up meetings, request problem-solving, etc. (including support staff)

☐ Establish RTI Grade Level teams including support personnel

☐ RTI Grade Level team meeting agendas demonstrate how data informs and guides teams to track progress at the classroom & grade l
level
☐ School wide, staff are committed to the RTI process for school improvement at some level

☐ Data is collected from staff (e.g., survey, group discussion, etc.) to assess level of knowledge level, commitment, and impact of
RTI/MTSS

Implementing A

☐Agendas of any RTI meeting: Leadership, Grade level, PLC's, Data meetings are available

☐ RTI Data & Implementation Notebook is complete & includes student data, samples of forms, inventories, fidelity checks, RTI
glossary, etc.
☐ Leadership team has used consensus building to design first draft of student goal/intervention data sheet

☐ School RTI Pamphlet is printed and available

☐ RTI/MTSS is included in school board policy/procedures

☐ Evidence of Leadership Agenda and work which addresses fidelity to core content delivery

☐ Evidence of Leadership Agenda and work which addresses implementation of research validated instructional practices

☐ Pathways have been established for advanced/benchmark/strategic/intensive groups. Leadership Team has established and
documented standard protocols based upon established decision rules: e.g.
__pathways for diagnostic assessment procedure following benchmark assessment for Strategic and Intensive students
__pathways for establishing focus of intervention (accuracy, fluency, computation, etc.)
__pathways for changing an intervention
__pathways for moving a student to a different level of instruction
__pathways are established for advanced, benchmark, strategic and intensive intervention groups
__pathways are established for student placement, focus of instruction, intervention delivery, progress monitoring,
        summative assessment procedures

□ Establish grade level problem solving teams for RTI target grades

□ RTI Leadership Team has developed procedures for school wide staff consensus building activities which support Montana's RTI framework e.g. standard protocols
□ Evidence of collaborative teaming (e.g. time is built in to the school day/calendar for collaboration time)

□ RTI Grade level team meeting agenda demonstrates how data informs and guides teams to track progress at the student, classroom and grade level
□ School wide team decisions are made based on data and the use of a problem solving model is in place and practiced. This is documented and available for future team review

Implementing B

□ RTI Leadership Team Agendas address fidelity to instructional core content delivery

□ RTI Leadership Team Agendas address implementation of research-validated instructional practices

□ School-wide understanding of and support for the RTI process, consensus is at 80% or more, and documented through staff surveys, and commitment to the school improvement process

□ Action plans (Next Steps) are completed 3x per year by the RTI Leadership Team w/additional grade level representatives that work together to guide systemic change & professional development and this is documented

□ Evidence of RTI training activities that encourage school-wide understanding and support of the process is available

Sustaining

□ Changes are made to standard protocols and school-wide procedures as a result of leadership team data-based decisions

□ Feedback on the outcomes of the RtI/MTSS Project is provided to staff, school board and community at least yearly

□ Decisions and actions by school and district leaders proactively support the essential components of the RTI framework at the school, make the RTI framework more effective, and consider future RTI processes (i.e. professional development, budget, resources, etc.

5

Rubric for Assessing RTI Implementation – Ongoing Assessments & Data Driven Decisions

Requirements (listed in ascending order of implementation)

1. Benchmark achievement data is collected 3x per year, and a system for summarizing and distributing this information has been established.
2. Evaluating student progress includes monitoring, bi-monthly or monthly for designated strategic or intensive students. Some or all staff have training in the use of progress monitoring tools and techniques.
3. Diagnostic measures and aligned interventions are used to further address the instructional needs of students identified as strategic and intensive.
4. Assessment (including benchmarking, progress monitoring, and formative assessment at all instructional levels) drives instructional practices.
5. A continuum of interventions pathway (protocol, focus guidelines) based upon established decision rules for data has been developed for advanced, benchmark, strategic and intensive groups.
6. Teams (RTI Leadership, grade level, content area, data, etc.) understand and implement problem-solving procedures; changes are made based on data & corresponding student needs.
7. Pathways (protocols, focus guidelines) have been developed with criteria built from decision rules based on data for all content and behavioral areas.
8. Documented forms of progress monitoring (use of CBM's, formative assessment) drive use of research validated curriculum, interventions and instructional practices at all tiers.
9. Documented revisions of the RTI process are based upon data formally reviewed at least annually by the RTI Leadership Team and appropriate school staff.

Check the Box That Rates Your School's Ongoing Assessment & Data Based Decisions:
☐ Novice- The school has not yet implemented this practice.
☐ Nearing Proficient- The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps
After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Assessment & Data Based Decisions?

1._____

2._____

3._____   6

Examples of Documentation for Ongoing Assessment & Data Based Decisions will include:

Exploring A

□ Establish benchmark assessment model (e.g. DIBELS, Aimsweb, etc.)

□ School-wide data (e.g., DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.

□ Start inventory of assessments in 5 areas of reading and 5 domains of math

□ Staff have been trained in benchmark assessment procedures

□ Responsibility for setting up passwords & forwarding benchmark data to OPI has been established

□ Evaluate baseline data school-wide in reading and math

Exploring B

□ Benchmark data collection 3x year, available to staff and utilized for RTI target grades

□ Benchmark data collection 3x year, available to staff and utilized for non-RTI grades

□ Create curriculum inventory for assessments including diagnostic assessments

□ Establish process for collation and review of all relevant data systems for curriculum planning

□ Create maps of benchmark data per grade

□ Use data to evaluate Core program for recommended changes

□ The process for collecting, distributing, and electronic storage of benchmarking data is clear & documented

Implementing A

□ A student file or data sheet documents diagnostic testing of all strategic and intensive students   7

□ Data includes progress monitoring schedule and documentation of results which are used to structure teaching goals

□ Establish Benchmark assessment package and targets

□ Diagnostic measures and aligned interventions are used to further address the instructional needs for students identified as strategic or intensive

□ First draft of student goal/intervention record is completed and in use

□ Student file or data sheet documents intervention(s) which match individual student's defined skill deficits

□ Evaluation includes progress monitoring weekly, bimonthly or monthly for designated strategic and intensive students.

□ Probes are used for progress monitoring only

□ Evidence of using data to formulate goals for individual students or groups of students

□ RTI and Grade level team meeting agendas and calendars demonstrate how data informs and guides interventions to meet the needs of students, at individual student, classroom and grade levels

□ Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior

Implementing B
□ Evidence of progress monitoring at all instructional levels which drives instructional practices at all tiers

□ Evidence of results of diagnostic assessment work applied within the problem solving model for students at strategic and intensive levels

□ Standard protocols are in place and utilized for making informed decisions for instruction

□ Evidence of data driven instruction at all levels in both general and special education contexts

□ Evidence from data sheets/student files that instructional adjustments are based on data & corresponding student progress and

needs

□ Evidence that data based decision making is based on up dated information on grade level targets

□ Assessments and formative assessments drives instructional practices and decision making   8

□ Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:
  a. Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data)
  b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined
  c. Problem analysis is conducted using available data and evidence-based hypotheses
  d. Intervention plans include evidence-based (e.g., research based data-based) strategies
  e. Intervention support personnel are identified and scheduled for all interventions
  f. Intervention integrity is documented
  g. Response to intervention is evaluated through systematic data collection
  h. Changes are made to intervention based on student response
  i. Parents are routinely involved in implementation of interventions

□ Teams understand and implement problem solving procedures school-wide; changes are made based on data & corresponding students

□ Pathways have been developed with criteria built from decision rules for all content and behavioral areas, pathways are implemented with consistency, and pathways have been reviewed with necessary changes based on school-wide data

□ Special Education Eligibility determination is made using the RtI model for Specific Learning Disability

Sustaining
□ Team periodically reviews evidence indicating that the assessment tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate

□ Data-driven problem solving drives systemic review and evidence of student improvement

□ All staff use recognized forms (pathways, protocols, fidelity checks) consistently

□ RTI/MTSS system and student forms are revised within a rolling program of review and revision

□ Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of the strategic or intensive interventions AND these decision-making criteria are implemented accurately

□ Documentation of formal revisions of procedures is based on school-wide data

9

Rubric for Assessing RTI Implementation – Evidence Based Curriculum & Instruction

Requirements (listed in ascending order of implementation)

1. Research validated core curriculum and interventions have been selected, inventoried and all staff are using these materials at all levels of instruction. Reading and Math texts use "evidence-based" methods and are sequenced so that students can be expected to

have received instruction on specific skills when they enter the next grade.

2. Use of evidence-based instructional approaches that have a high probability of success for the majority of students are apparent in all instructional settings.

Check the Box That Rates Your School on Evidence Based Curriculum & Instruction:

☐ Novice – The school has not yet implemented this practice.

☐ Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.

☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Evidence Based Curriculum and Instruction?

1._____

2._____

3._____

10

Examples of Documentation for Evidenced Based Curriculum will include:

Exploring A

☐ Identify Core curriculum by grade

☐ Review effectiveness of Core program instruction in relation to 5 areas of reading and math

Exploring B

☐ Create curriculum inventory for core and intervention programs available

☐ Establish and record how benchmark data is used to design instruction

Implementing A

☐ Curriculum inventory of research based instructional practices/programs has been created and is available to all staff

☐ Review and revise Core and Intervention programs looking for weak areas in Reading or Math

☐ Complete inventory of intervention teaching programs by grade and including SPED resources

☐ Use of evidence based instructional strategies, methods, and approaches are sequenced so that students can be expected to have received instruction on specific skills when they enter the next grade

☐ Pathways that document the use of evidence-based materials at all tiers of instruction

☐ Documentation of staff training on the use of materials is available

Implementing B

☐ Documented forms of progress monitoring (use of CBMs, formative assessment) drive use of research validated instructional practices at all tiers

11

□ Documentation of a high level of implementation of Core curriculum and research validated instructional practices

□ Evidence that instruction is aligned to student need

□ Use of validated instructional practices is documented with recorded information and data collected on the success of school wide initiatives, training, professional development and walk-thru data

□ Annual or periodic review of evidence-based materials based upon changing practices & the data from school site

□ The school has established a three-tiered system of service delivery:
  a. Tier 1 Academic Core Instruction clearly identified
  b. Tier 1 Behavioral Core Instruction clearly identified
  c. Tier 2 Academic Strategic Instruction/Programs clearly identified
  d. Tier 2 Behavioral Strategic Instruction/Programs clearly identified
  e. Tier 3 Academic Intensive Strategies/Programs are evidence-based
  f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based

Sustaining

□ Ongoing reviews of evidence based materials and practices and the data from school site

□ Core and supplementary teaching programs are reviewed on a regular basis

□ Core and supplementary teaching programs are reviewed within the framework of the Common Core Standards

□ Research validated instructional techniques are documented with models for reference in the school's RTI handbook

□ Pathways (protocols, focus guidelines) are available for all content and behavioral areas. These documents are utilized by all staff and revised as per changes in systemic and student data

□ Evidence of differentiation (i.e. most or all teachers differentiate instruction and teachers use students' assessment data to identify the needs of students

□ Evidence of articulation of teaching and learning occurs in and across grades levels (i.e. teaching and learning is well articulated from one grade to another & teaching and learning is articulated within grade levels so students have highly similar experiences regardless of their assigned teacher

12

Rubric for Assessing RTI Implementation – Fidelity of Implementation

Requirements (listed in ascending order of implementation)

1. Instructional expectations have been outlined to address the fidelity of curriculum delivery and instructional strategies.
2. A school-wide commitment to the ongoing improvement of curriculum, instructional materials and practices is measured with fidelity procedures that are scheduled and documented.

Check the Box That Rates Your School on Fidelity of Implementation:

☐ Novice- The school has not yet implemented this practice.
☐ Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Fidelity of Implementation?

1._____

2._____

3._____

13

Examples of Documentation for Fidelity of Implementation will include:

Exploring A

☐ Establish reality of 90 minutes reading instruction – self assessment by staff

☐ Establish fidelity of benchmark assessment procedures

Exploring B

☐ Establish first steps for fidelity to implementation of the core – partner observations, checklist

☐ Establish fidelity checklist for benchmark assessment procedures

☐ Check fidelity of 90 minutes reading instruction for Core and establish 90 minutes plus Strategic and Intensive

Implementing A

☐ Fidelity checks and procedures in place for core, supplementary and intervention program content delivery.

☐ Evidence of implementation of research validated instructional practices is documented.

☐ Evidence of progress monitoring schedule and results for strategic and intensive students is documented

Implementing B

☐ Evidence of scheduled and documented walk-throughs, observations and fidelity checks for core curriculum and supplemental programs.

☐ Evidence of scheduled and documented walk-throughs, observations and fidelity checks for research validated instructional practices.

☐ Evidence of scheduled and documented fidelity checks for benchmark assessments and scoring.

☐ Evidence of scheduled and documented fidelity checks for progress monitoring   14

☐ Documented revisions of the RTI process are based upon data formally reviewed at least annually by RTI leadership team and appropriate school staff

☐ Data from walk-through info, surveys, training participation, and other RTI activities serves as documentation that is driving professional development

☐ Scheduled and documented curriculum and instructional fidelity checks provide data for systematic evaluation, professional development, and ongoing school improvement

Sustaining

☐ Evidence of all 8 Essential RTI Components are evident and in process and practice:

Fidelity documentation is revised systematically

New teaching programs are selected based on published documentation of research & research validated instructional practices

Evidence of fidelity documentation is available for all programs

Evidence of an established calendar for fidelity checks for:

-all levels of assessments (e.g. Benchmark, Diagnostic, Progress Monitoring)

-all teaching programs & instructional practices

☐ Documentation of fidelity to content delivery and research-validated instructional practices has been a topic of the leadership team, and is in place and evident at some level

☐ Teachers teach reading and math programs as intended by publisher in order to maximize effectiveness

☐ Scheduled and documented curriculum and instructional fidelity checks/walk-though provide data for systemic evaluation, professional development, and on-going school improvement

☐ Instructional coach/specialist knows the programs and provides on-going support to teachers

☐ Action plans are continually being reviewed and updated

15

Rubric for Assessing RTI Implementation – Ongoing Training and Professional Development

Requirements (listed in ascending order of implementation)

1. Action plans and next steps are reviewed 3x per year and efforts are made to provide appropriate training school-wide that addresses staff and student needs based upon data.
2. RTI Leadership Teams are involved in training that supports the implementation process and school staff receive support from the leadership & additional training as needed to support the implementation of the essential components of the RTI Process
3. All new staff receive on site-training and support for implementation of RTI process and procedures.

Check the Box That Rates Your School on Ongoing Training and Professional Development:

☐ Novice- The school has not yet implemented this practice.
☐ Nearing Proficient- The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps
After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Training and Professional Development?

1._____

2._____

3._____

16

Examples of Documentation for Ongoing Training and Professional Development will include:

Exploring A

☐ Obtain training for all staff in basic RTI overview – The Essential 8

☐ Train staff in Core curriculum and supplemental programs where necessary

☐ Train staff / aides in 5 areas of reading instruction

☐ Establish calendar for O.P.I. Leadership RTI training 4-6 sessions

☐ Establish calendar for staff to attend C.S.P.D. supplementary trainings

Exploring B

☐ Schedule Calendar of Professional Development activities on site for staff within the structure of the Essential 8

☐ Schedule Calendar of Prof. Development off site for OPI/RTI trainings for Leadership Team

☐ Schedule Calendar of Supplementary Professional Development activities through CSPD

☐ Review the language and terminology of RTI with all staff and compile RTI glossary

☐ Focused training on Core program delivery for all staff

☐ Establish regular training for effective instructional practices

Implementing A

☐ Evidence of RTI training activities which encourage school wide understanding and support of the Essential 8 Framework.

☐ Evidence of paraprofessional and support staff training as above

17

□ Calendar and schedule for O.P.I. RTI Leadership Training established

□ Calendar and attendees for Supplementary RTI trainings through C.S.P.D. established

□ Evidence that some or all staff have received training in the use of progress monitoring tools and techniques

□ Evidence that all staff have received training in research based instructional practices

□ Evidence that all staff have received training in intervention programs at their grade level

□ Evidence of on-going training in Core program and effective teaching practices

□ A plan is in place for all new staff to receive on-site training and support for the implementation of RTI process and procedures

Implementing B

□ Calendar and schedule for O.P.I. R.T.I. Leadership Training established

□ Calendar and attendees for supplementary RTI trainings through C.S.P.D. established

□ Evidence that Action Plans or Next Steps are reviewed three times a year and adjustments made to provide appropriate school wide training for staff

□ Evidence of professional development on R.T.I. provided for new staff members

□ Evidence of training in core and supplementary program(s) for new staff members

□ Evidence that an RTI training program is established and implemented for all new staff members and a mentor assigned

□ RTI Leadership teams are involved in training that supports the implementation process and school staff receives support from the leadership team & additional training as needed to support the implementation of the essential components of the RTI process

18

Sustaining

□ Evidence of documentation of formal RTI trainings and documentation of a support system for all new staff is in place

□ Parent training in RTI is designed and being implemented

□ A formal documented RTI training process and support system are available for staff new to the district and or school site

□ School wide staff input is used to review and revise an evolving RTI school improvement process and input and participation this process are documented

□ RTI Leadership team continues to engage in trainings as needed to build capacity and fidelity

□ Evidence of RTI training activities that encourage school-wide understanding and support of the process is available

□ A formal documented RTI training process and support system are available for staff new to the district and or school site

□ School-wide staff input is used to review and revise an evolving RTI school improvement process. Input and participation in this process are documented

□ Data from the use of walk-thru information, surveys, training participation, and other activities serves as the documentation that drives programs and professional development

□ School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice

19

Rubric for Assessing RTI Implementation – Community and Family Involvement

Requirements (listed in ascending order of implementation)

1. The RTI process is documented in the school handbook, special education narrative, 5-year plan, and school policies & procedures.

2. School board members, parents and community are actively involved in the ongoing review of the RTI process.

Check the Box That Rates Your School on Community and Family Involvement:

☐ Novice – The school has not yet implemented this practice.

☐ Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.

☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps
After assessing your school, what would be the next areas of focus for developing activities documenting Community and Family Involvement?

1._____

2._____

3._____   20

Examples of Documentation for Community and Family Development will include:

Exploring A

□ Document internal and external stakeholders

□ Set goal for Community and Family Involvement

Exploring B

□ Leadership team leads discussion on Community and Family Involvement with staff and identifies goal for the year (e.g. parent library, RTI as part of Back to School Night, etc.)

□ Identify and contact individual local community stakeholders who might support RTI school initiative

□ Establish Community/Parent education statement for school handbook, RTI handbook

□ Review opportunities for parent liaison and information about RTI and Reading

□ A job description is created for parent participation on Leadership Team

□ The teacher regularly communicates to parents and families about RTI, the learning process, areas of strength, and areas needing improvement

Implementing A

□ Plan and complete parent leaflet outlining RTI provisions for all students

□ Present RTI overview to School board to inform

□ Include a parent as a member of the Leadership Team

□ The teacher uses a wide range of available methods (including technology) to gather, record, and report information on student progress to parents regularly

21

Implementing B

☐ Evidence of regular implementation of community and family activities relevant to R.T.I. (see Implementing A for examples) built in to school calendar

☐ Parent leaflet is reviewed and revised to include the specific role of parents, examples of how to support students through activities at home, explanation of the 5 areas of reading, contact information for staff, etc.

☐ Parent Permission or sign off sheet explaining child's participation in the RTI process is utilized

☐ Parents are involved during the decision making meeting regarding the participation of their child in interventions

☐ Students participate in meetings with their parents and are active decision-making about their learning progress and assessment data

Sustaining

☐ Evidence that School Board members, parents and community members are actively involved in the ongoing review of the RTI process

☐ Adult and student tour guides for the school are trained in explaining the RTI essential elements in practice

☐ The RTI process is documented in the school handbook, special education narrative, 5 year plan, and school policies and procedures

☐ Documented revisions of procedures are based upon data formally reviewed annually with the involvement of school board, parents, and community

☐ The school uses effective structures to form parent partnerships with parents and families in order to support student learning (for example, the school may use research data on traditionally under-served populations (racial, ethnic, low socioeconomic, ESL) to collaborate with families to determine specific learning and assessment requirements for students)

22

THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION – REVIEW & NEXT STEPS

Essential Elements Summary For _____ (name of school),   __/__/__ (today's date)
 *Complete the table below with information from preceding pages

	Intensive	Strategic	Benchmark
1. Strong Leadership & Collaboration Teaming	☐	☐	☐
2. Ongoing Assessment & Data–Based Decision Making	☐	☐	☐
3. Evidenced–based Curriculum/Interventions & Instructional Practices	☐	☐	☐
4. Fidelity of Implementation	☐	☐	☐
5. Ongoing Training and Professional Development	☐	☐	☐
6. Community and Family Involvement	☐	☐	☐

Next Steps (Homework)

Prioritize three activities or areas of focus from the preceding pages to work on in the upcoming weeks.

1._____

2._____

3._____

Attachment C: RtI Application Letter 2014-2015

April 2014

 Dear Montana School Administrators,

We would like to invite your school to re-apply for the state Response to Intervention (RTI) Project and take part in the technical assistance and support provided by the OPI for the 2014-2015 school year. You will find the online application and implementation survey attached below. If you are selected to participate in the project (school participation will be limited by region on a first come-first-served basis with priority given to returning schools who have fully invested in the initial trainings) your site will receive paid RTI/MTSS training and travel expenses to two regional trainings in addition to site-based trainings via webinar and up to 4 facilitator visits.

We look forward to sharing this school improvement process with you and your staff. For a description of and information about the Montana RTI project please review the RTI/MTSS website at http://opi.mt.gov/Programs/SchoolPrograms/RTI/

Below, I have noted a few changes and areas of particular importance that you will see in the application:
- Trainings will be provided through a mix of online webinars and face to face trainings.
- Facilitator support to schools will be increased with schools having the option for up to 4 facilitator site visits per year as well as the option for web-based trainings/consultations via Google Hangout.
  Submission of Aimsweb and DIBELs data will ask that you submit your student data using the students' 9 digit state ID from the AIM system.
- Implementing Level Teams will be invited to select a team member to serve as a school facilitator in order to help the school achieve a sustaining level of implementation. This team member will be provided facilitator trainings beginning with our facilitator orientation at the MBI Summer institute this summer. Having a staff member as an on-site facilitator has been shown to greatly increase a school's ability to sustain change. The training will be provided by OPI but the travel and per diem costs would be the responsibility of the LEA.
- Some of the survey questions refer to the year "2010-2011" due to the year this form was created. Please assume the following year from when you are submitting this form, when these questions are encountered.

Please take time to fill out the appropriate survey completely and accurately with your leadership team's participation. The survey will determine your placement in the training program.

Elementary Schools Survey Form

https://docs.google.com/a/teameureka.net/spreadsheet/viewform?formkey=dFFPd3FiWWs0U3RZbG9qQnIteDFkRU E6MA#gid=0

Middle School and High School Survey Form

https://docs.google.com/a/teameureka.net/spreadsheet/viewform?formkey=dDI0aDRBZFNRYXVybmRiMVFRUFp6V 1E6MA#gid=0

Once your survey is submitted a reply email will return to you with your implementation level and a link to our application form. You will need to select the appropriate application link. Thank you for your interest in Montana's RTI/MTSS project.

Amy Friez
RtI Coordinator
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620
(406)444-0923
Fax (406) 444-3924
afriez@mt.gov

Attachment D: RtI Application Letter 2013-2014

March 2013

Dear Montana School Administrators,

We would like to invite your school to apply/reapply for the state Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) Project and take part in the technical assistance and support provided by the OPI for the 2013-2014 school year. You will find the online application and implementation survey attached below. If you are selected to participate in the project (school participation will be limited by region on a first-come first-served basis with priority given to returning schools who have fully invested in the initial trainings) your site will receive paid RTI/MTSS training and travel expenses to two regional trainings in addition to site-based trainings via webinar and up to four facilitator site visits.

We look forward to sharing this school improvement process with you and your staff. For a description of and information about the Montana
RTI/MTSS project, please review the RTI/MTSS Web site at http://opi.mt.gov/Programs/SchoolPrograms/RTI/.

Below, I have noted a few changes and areas of particular importance that you will see in the application:
- Trainings will be provided through a mix of online webinars and face-to-face trainings.
  - Facilitator support to schools will be increased with schools having the option for up to four facilitator site visits per year, as well as the option for web-based trainings/consultations via Google Hangout.
- Submission of Aimsweb and DIBELs data will ask that you submit your student data using the students' 9-digit state ID from the AIM system.
  - Implementing-level teams will be invited to select a team member to serve as a school facilitator in order to help the school achieve a sustaining level of implementation. This team member will be provided facilitator trainings beginning with our facilitator orientation at the MBI Summer Institute this summer. Having a staff member as an on-site facilitator has been shown to greatly increase a school's ability to sustain change. The training will be provided by the OPI, but the travel and per diem costs would be the responsibility of the LEA.

Please take time to fill out the appropriate survey completely and accurately with your leadership team's participation. The survey will determine your placement in the training program.

Elementary Schools Survey Form
https://docs.google.com/a/teameureka.net/spreadsheet/viewform?formkey=dFFPd3FiWWs0U3RZbG9qQnIteDFkRUE6MA#gid=0

Middle School and High School Survey Form
https://docs.google.com/a/teameureka.net/spreadsheet/viewform?formkey=dDI0aDRBZFNRYXVybmRiMVFRUFp6V1E6MA#gid=0

Once your survey is submitted a reply e-mail will return to you with your implementation level and you will need to select the appropriate application link.

 Thank you for your interest in Montana's RTI/MTSS project.

Amy Friez
RtI Coordinator
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620
(406)444-0923
Fax (406) 444-3924
afriez@mt.gov

Attachment E: RtI Trainer Application

Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	**Montana RTI/MTSS Regional Consultant & Facilitator Application**

Name: _____Date: _____

Mailing Address: _____ ____ _____ _____
PO Box or Street   City   State Zip Code

E-mail Address: _____

Phone Numbers: _____ _____
Cell   Home

I would like to be considered for a RTI Regional Consultant/Facilitator position. (Please circle one).

Yes   Not at this time

If yes, I would like to be considered for the following region: (see attached regional map.)

Region I   Region II

Region III   Region IV   Region V

Please briefly tell about your RTI leadership experience(s).

<div style="border: 1px solid black; height: 150px;"></div>

References (if not part of your resume):

Name: Position:
Phone Numbers: Cell   Work   Home
e-mail address:

Name: Position:
Phone Numbers: Cell   Work   Home
e-mail address:

Name: Position:
Phone Numbers: Cell   Work   Home
e-mail address:

Please return to:

Amy Friez
RtI Coordinator
Montana Office of Public Instruction

PO Box 202501
Helena, MT 59620
(406)444-0923
Fax (406) 444-3924
afriez@mt.gov

Montana CSPD Regions
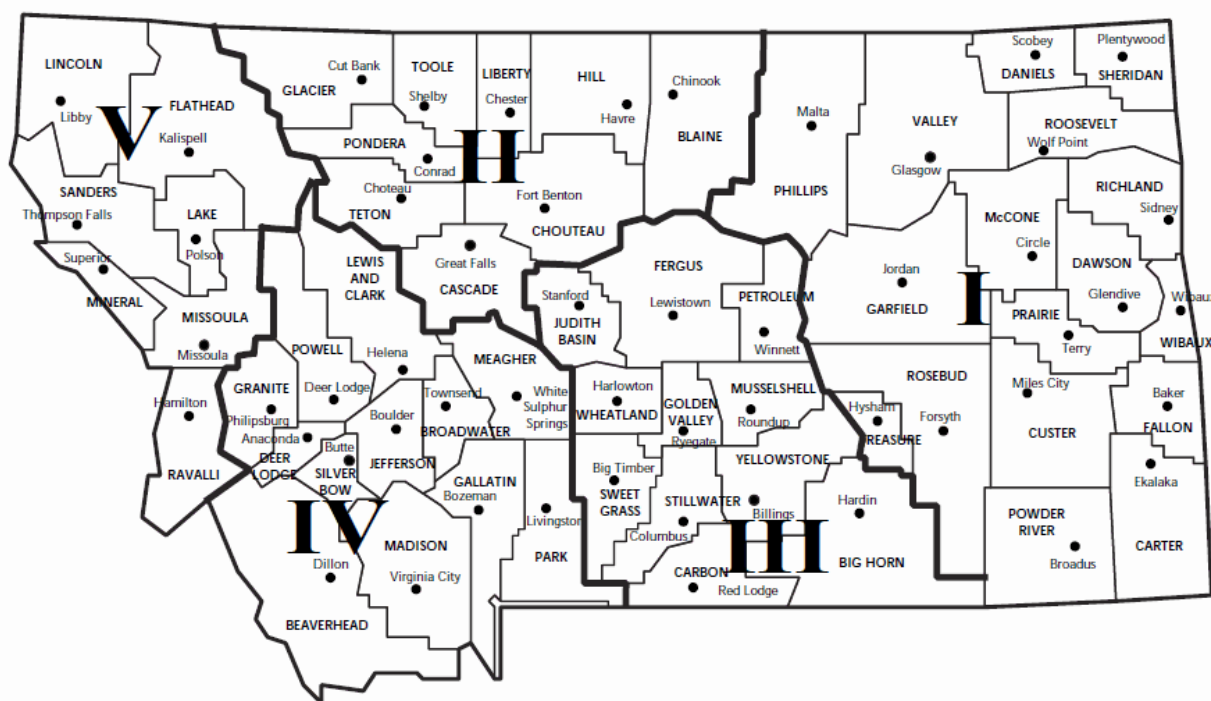
Attachment F: Coaching/Training Expectations & Strategies (Knight)

Excerpted from:
Knight, J. (2011). *Unmistakable Impact*. pp. 27-28. Thousand Oaks, CA: Corwin Press

The partnership approach embodies all of the above ideas expressed in seven simple principles: (1) equality, (2) choice, (3) voice, (4) reflection, (5) dialogue, (6) praxis, and (7) reciprocity. These principles represent the theory that underlies professional learning in Impact Schools. I use the term theory here as it is defined in the Oxford English Dictionary, a 'systematic conception or statement of the principles of something.' Further, William Isaacs has described the important role that theory can play in shaping our action:

> *When we undertake any task, like run a meeting, negotiate an agreement, discipline a child—even meditate—we operate from a set of taken-for-granted rules or ideas of how to be effective. Understanding these tacit rules is what I mean by theory. The word theory comes from the same roots as the word theater, which means simply 'to see.' A theory is a way of seeing...Without a theory, however—some way to assess what is happening—we shall be forever doomed to operate blindly, subject to chance. (1999, p. 73)*

Attachment G: Facilitator Job Description—2012-2013

Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	*Montana Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS) Facilitator Job Description*

General Information

Job Title: **Montana RTI/MTSS Facilitator**
Dates: 2012-2013 School Year
Hourly Wage: $21.00
Minimum required days to be a facilitator: 10-22 days

Job Requirements

Candidates must:
- have a bachelor's degree in early childhood education, elementary education, reading and math, special education, school psychology or a closely related field and three or more years of successful professional teaching experience.
- demonstrate a strong understanding of the best practices embedded in the Montana Response to Instruction model.
- demonstrate the leadership experience, organizational skills, and communication abilities to effectively support school administrators, teachers, and instructional teams in their implementation of RtI.
- Candidates with experience working with district-level RTI teams providing school improvement, decision-making, and support are preferred.

Job Description

The RTI/MTSS facilitator will:
- exhibit knowledge of research related to RtI/MTSS and the practices and processes of the Montana RtI model;
- support and respect the Montana RTI/MTSS program;
- maintain the confidentiality of school and student records;
- observe professional lines of communication at all times with individuals inside and outside the school system;
- accept other duties as may be assigned by State RTI/MTSS Coordinator which are related to the scope of the job;
- exhibit effective and demonstrated skills in:
    - -leadership;
    - -planning, implementing and assessing the RtI/MTSS process;
    - -communication, both in writing and orally;

-interpersonal skills with individuals, teams and groups
(student, parent, educator, specialist, administrator and support staff);
-working collaboratively with various groups within the school and in the community;
-working collaboratively and respectfully with other RTI/MTSS Facilitators and RTI/MTSS Regional Consultants;
-gaining consensus in groups and among various audiences;
-providing curriculum and instructional strategies;
-presenting to small and large groups for staff development;
-time management;
-problem solving and development of solutions;
-planning and facilitating meetings;
-analysis and use of data for decision making; and
-working cooperatively in sharing knowledge, expertise, and skills with others.

The RTI/MTSS Facilitator will:
- attend and assist in the delivery of regional RtI/MTSS training sessions;
- shadow the regional consultant or an experienced facilitator until it is determined they are ready to provide onsite support to schools;
- be assigned to provide onsite support to no more than three schools per school year unless mutually agreed upon by facilitator and regional consultant;
- contact each assigned school early in the 2012-13 school year and visit all assigned schools at least two times per school year;
- attend RTI/MTSS Facilitator/Regional Consultant training twice a year. (The first training session will be in Helena on July 26-27, 2013.)
- not be paid to do independent RtI/MTSS trainings; (Schools will not be reimbursed to attend such trainings.)
- submit timesheets, travel claims, and any school visit data on a biweekly basis;
  - Timesheets are due by noon on Friday following paydays and they must be submitted with a back-up documentation sheet providing information on what is being done with the hours worked.
  - Travel claims are due by noon on paydays and must accurately reflect all of your travel time while working for the OPI and be accompanied by a hotel receipt (if applicable) that reflects a zero balance, or paid in full.
- submit school visit data on a monthly basis.

| Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov | **Montana Response to Intervention (RTI)/MTSS Facilitator** |

Please return with your Application.

Montana RTI/MTSS Facilitator

I have read and meet the job requirements. I also understand what would
be expected of me in the role of Montana RTI Facilitator.

_____
    _____

Signature   Date

Montana RTI/MTSS Facilitator's School Superintendent
(if applicable)

I understand what is expected of _____ in the role of
Montana RTI Facilitator and support him/her in this position.

_____
    _____
Signature   Date

Amy Friez
RtI Coordinator
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620
(406)444-0923
Fax (406) 444-3924
afriez@mt.gov

Attachment H: Regional Consultant Job Description—2012-2013

	Montana Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS) Regional Consultant Job Description
Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	

General Information

Job Title: **Montana RTI/MTSS Regional Consultant**
Dates: 2012-2013 School Year
Hourly Wage: $25.00
Minimum Required Days to be a Facilitator: 24-40 days

Job Requirements

Candidates must:
- have a bachelor's degree in early childhood education, elementary education, reading and math, special education, school psychology or a closely related field and three or more years of successful professional teaching experience.
- demonstrate a strong understanding of the best practices embedded in the Montana Response to Instruction model.
- demonstrate the leadership experience, organizational skills, and communication abilities to effectively support facilitators in their region, as well as school administrators, teachers, and instructional teams in their implementation of RtI.
- Candidates must have experience working with district-level RTI   teams providing school improvement, decision making, and support.

Job Description

The RTI/MTSS Regional Consultant will:
- exhibit knowledge of research related to RtI and the practices and processes of the Montana RtI model;
- support and respect the Montana RTI program;
- maintain the confidentiality of school and student records;
- observe professional lines of communication at all times with individuals inside and outside the school system;
- accept other duties as may be assigned by State RTI Coordinator which are related to the scope of the job;
- exhibit effective and demonstrated skills in:
        -leadership;
        -planning, implementing and assessing the RtI process;

-communication, both in writing and orally;
-interpersonal skills with individuals, teams and groups (student, parent, educator, specialist, administrator and support staff);
-working collaboratively with various groups within the state, the region, the school and community;
-working collaboratively and respectfully with other RTI Facilitators and RTI Regional Consultants;
-gaining consensus in groups and among various audiences;
-providing curriculum and instructional strategies;
-presenting to small and large groups for staff development;
-time management;
-problem solving and development of solutions;
-planning and facilitating meetings;
-analysis and use of data for decision making; and
-working cooperatively in sharing knowledge, expertise, and skills with others.

The RTI/MTSS Consultant will:

- plan and coordinate the delivery of regional RtI Leadership Team training sessions; for secondary consutants trainings may be transregional.
- coordinate the assignment of RtI/MTSS facilitators to schools to provide site follow-up and support;
- be assigned to no more than three schools per school year unless mutually agreed upon by regional consultant and state coordinator;
- contact each assigned school early in the 2012-13 school year and visit all assigned schools at least two times per school year;
- attend RTI/MTSS Facilitator/Regional Consultant training twice a year. (The first training session will be in Helena on July 26-27. 2012.)
- attend CSPD council meetings in their region;
- meet with other RtI/MTSS Regional Consultants and the State RtI Coordinator regularly and as needed;
- present sessions on RtI topics at state conferences as needed and as mutually agreed upon between Regional Consultant and State RtI/MTSS Coordinator;
- preapprove any additional RtI/MTSS trainings affiliated with the OPI with the State RtI/MTSS Coordinator;
- not be paid to do independent RtI trainings; (Schools will not be reimbursed to attend such trainings.)
- advise whether or not schools in their region are at the RTI sustaining level to qualify students as learning disabled under the RTI model at the request of the school district;
- assist in the creation of a yearly state RTI action plan;
- coach, supervise, and support the RTI facilitators:
  o Supervising facilitator's-in-training or assigning them to an experienced facilitator so that they may shadow the master facilitator/consultant as part of their training
  o Deciding, with consultation from participating facilitators, when new trainees are ready to assume the responsibility of full site facilitators
  o acting as a liaison ensuring that information from the State RtI Coordinator is communicated promptly;
  o prompting and assisting facilitators in submitting the necessary grant-related data in a correct and timely manner;
  o planning and providing state and regional training for facilitators;
  o helping facilitators problem solve issues that arise as they support their assigned schools;
  o visiting facilitators' assigned schools with them as needed;

- assist in the revision and development of Montana RTI Framework/Resource Guide if needed;
- submit timesheets, travel claims, and any school visit data on a biweekly basis;
  - Timesheets are due by noon on Friday following paydays and they must be submitted with a back-up documentation sheet providing information on what is being done with the hours worked.
  - Travel claims are due by noon on paydays and must accurately reflect all of your travel time while working for the OPI and be accompanied by a hotel receipt (if applicable) that reflects a zero balance, or paid in full.
- submit grant-related staff development and school visit data on a monthly basis.

Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	**Montana Response to Intervention (RTI/MTSS) Regional Consultant**

Please Return with your Application.

Montana RTI/MTSS Regional Consultant

I have read and meet the job requirements. I also understand what would be expected of me in the role of Montana RTI/MTSS Regional Consultant.

_____   _____
Signature   Date

Montana RTI/MTSS Regional Consultant's School Superintendent
(if applicable)

I understand what is expected of _____ in the role of Montana RTI/MTSS Regional Consultant and support him/her in this position.

_____   _____
Signature   Date

Amy Friez
RtI Coordinator
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620
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Attachment I: Digging Deeper Documentation (Elementary)

School Site Focus...Digging Deeper (Elem)

Area of Focus:_____

Specific Concern (Explain where the student, group of students, grade level, or school system is struggling.)

Examples:
1. 22% of 5th grade students are novice/nearing proficient in reading as measured by 4th grade CRT scores or below 215 on MAP reading assessment.
2. 14% of 4th grade students are not passing math check-outs at the end of the unit.
3. The past two years of data review indicates 3rd grade behavioral office referrals have increased to >21% of the student population during any specific quarter.
4. 38% of our student body is absent or tardy more than 3 times per month.

What is the picture? Define the problem in measureable terms?

Present Data Collection tools you use for this focus area:

1.   3.

2.   4.

Summarize how you are compiling and utilizing this data:

Narrowing the Focus:

Is your present process for collecting, summarizing and using the data to address the designated focus area working for you? If so, what evidence (data) do you have that shows this? If it is not working, how will you address that need?

What additional information do you have that would further define the problem? (i.e.,

attendance issues or patterns of absence, low reading comprehension, fluency, math computation/reasoning, homework completion, core curriculum issues, student behavior concerns, instructional fidelity, lack of consensus, etc.).

What additional information do you need before determining your next steps in addressing the problem? (multi-test comparison, additional diagnostic assessment, disaggregated data, review of grading/homework policies, etc.)

What is the plan? Think outside the box. Brainstorm all the possible solutions, interventions or instructional strategies that would address the problem:

What is the solution that best addresses the problem and utilizes the resources available at your school?

What will the data collection/tracking of the new process look like?

How/when will we determine whether the intervention or instructional strategy is working or whether it should be changed, modified, etc.?

Expected outcome: _____

    To be achieved by _____/_____/_____

Meeting schedule (weekly, bi-weekly, monthly, etc.) _____

What is YOUR part in the plan? List the responsibility of each team member in addressing the plan (i.e., actions). When will "your part" be completed?

NAME   YOUR PART   DATE

_____

_____

_____

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_____

_____

_____

_____

Each team member should get a copy of this page.

Attachment J: "Next Steps" Rubric

Planning Next Steps to Implementing RTI

Work with your school team.   **School Name:**_____

Review the Action Plan that you have been working on over the last two training days in respect to specific skills and processes.

Identify three (3) action items as "next steps" for your school towards implementation of RTI.

Action 1:

Action 2:

Action 3:

_____

Decide if each action is:
   a.   something you already know how to do and will do
   b.   something you need more information about before you can take action
   c.   something for which you need training before you can take action

Action 1:   a   b   c   d (other): explain:_____

Action 2:   a   b   c   d (other): explain:_____

Action 3:   a   b   c   d (other): explain:_____

_____

Set a *realistic* deadline date for completion of each action:

Action 1:   We anticipate this will be completed by (date)_____

Action 2:   We anticipate this will be completed by (date)_____

Action 3:   We anticipate this will be completed by (date)_____

Attachment K: Elementary Training Module Timeline

2013-2014 Training Module Timeline

ELEMENTARY

Exploring A

RTI Overview Webinar (pre-recorded)

 http://connect.opi.mt.gov/p7q9c1etx7b/

Day1: Collaborative Teaming and Consensus Building & Leadership:
Face to Face

Exploring Collaborative Teaming and Consensus Building Objectives

- Be able to Validate/Motivate other team members

- Identify that a healthy and successful RTI framework includes ongoing collaboration as a school-wide practice

- Learn about personality traits and how to motivate each other as team members

- Establishing team protocol/norms for problem solving

- Establishing roles for team members

E-evaluation Link for schools to access http://www.keysurvey.com/f/503228/4e54/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/503228/485849/25acda02?afterVoting=c6ac3ee4fe1b

Exploring Fidelity and Leadership Objectives

- Understand what fidelity to the core program means
- Discover ways to monitor fidelity
- Understand the roles and responsibilities of leaders within RtI

E-evaluation Link for schools to access http://www.keysurvey.com/f/503221/159a/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/503221/485842/24c97d66?afterVoting=acb92f39d3f6

Day 2: Ongoing Assessment/Benchmarking & Data-Based decision making:
Webinar

Exploring Data Based Decision Making Objectives

- Understand how to collect data from various sources

- Models for reviewing data

- Key problem solving steps

- Teams will be able to discuss their school-wide data

- Understand role of leadership team in the data-based decision making process

E-evaluation Link for schools to access http://www.keysurvey.com/f/503230/41cc/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/503230/485851/384c9dcf?afterVoting=c6ac3ee4fe1b

Exploring Ongoing Assessment Objectives

- Understand the screening and benchmarking processes
- Understand why screening and benchmarking are valuable
- Be familiar with the materials and systems used for benchmarking
- Be able to analyze your data by school, grade level and from fall to winter

E-evaluation Link for schools to access   http://www.keysurvey.com/f/563614/1282/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/563614/544108/38ada686?afterVoting=1bc119bcd1f9

Day 3: Evidence-Based Instruction:

Face to Face

Exploring Evidence-Based Instruction Objectives

- Participants should be able to identify if there is a system for instructional consistency in your school?
- Participants should understand the need for systemic consistency
- Participants should have ideas for some evidence-based instructional strategies to use in their schools

E-evaluation Link for schools to access http://www.keysurvey.com/f/503241/7c61/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/503241/485853/1a196489?afterVoting=19c69e8fb23d

Day 4: Evidence-Based Core Curriculum:
Webinar

<u>Exploring Evidence Based Curriculum Objectives</u>

- Define evidence-based curriculum

- Understand how to find out if curriculum is evidence-based

- Review curriculum to determine if it is research-based

- Understand the 'big ideas' of effective instruction and instructional design for reading, math, and behavior

- Evaluate your current curriculum

- Recognize commonalities between evidence-based curriculum

E-evaluation Link for schools to access http://www.keysurvey.com/f/503242/11d3/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/503242/485854/29041062?afterVoting=19c69e8fb23d

<u>Exploring B</u>

RTI Overview Webinar (pre-recorded) (add link)

Day 1: Review of Collaborative teaming/ Problem Solving Process:
Face to Face

<u>Review of Collaborative teaming/ Problem Solving Process Objectives</u>

- Understand collaborative teaming and its importance within the implementation of RtI.
- Identify a problem solving process

E-evaluation Link for schools to access: http://www.keysurvey.com/f/566942/2afe/

Evaluation results ONLY for consultants to access and share with other trainers: http://www.keysurvey.com/report/566942/547282/cafc4ad3?afterVoting=96edf822a347

Day 2: Student Problem Solving Process:
Webinar and Structured work time

Student Problem Solving Process Objectives:

- Develop an understanding of individual student problem solving
- Recognize SMART goals

E-evaluation Link for schools to access http://www.keysurvey.com/f/563052/b727/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/563052/542809/2bda0003?afterVoting=3899b2a454f9

Day 3: Evidence-Based Interventions (Tier 2 and 3):
Webinar

Evidence-Based Interventions (Tier 2 and 3) Objectives

- Understand the importance of "evidence based"

- Know how to define/identify an intervention

- Understand the difference between Tier 2 and Tier 3 interventions

- Identify 1 or 2 goals for improving student growth at Tier 2 and Tier 3

- Create an action plan for improving student growth at Tier 2 and Tier 3

E-evaluation Link for schools to access http://www.keysurvey.com/f/490203/6cd0/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/490203/469721/29c39491?afterVoting=b052b1a2f5ad

Day 4: Fidelity and Leadership:
Face to Face

Fidelity and Leadership Objectives

- Understand what fidelity to the core program means

- Discover ways to monitor fidelity

- Understand the roles and responsibilities of leaders within RtI

E-evaluation Link for schools to access http://www.keysurvey.com/f/503222/a4f7/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/503222/485843/25b2e8e9?afterVoting=c6ac3ee4fe1b

Implementing A (and new to implementing): Integrate technology throughout

RTI Overview Webinar (pre-recorded) (add link)

Day 1: Fidelity and Intro to the Rubric:
Face to Face

Implementing Fidelity and Introduction to the Rubric Objectives

- Be able to utilize fidelity forms for core and intervention programs

- Be able to utilize fidelity forms for assessments

- Be able to utilize Walk-through forms

- Be able to create a fidelity form for your RtI process

- Be able to utilize the rubric to help guide your RtI process add to existing evaluation

E-evaluation Link for schools to access http://www.keysurvey.com/f/490235/8760/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/490235/469748/7f3a02a8?afterVoting=c643ccda574d

Day 2: Collaborative Teaming, Problem Solving and Data-Based Decision Making
Webinar

Implementing Collaborative Teaming, Problem Solving and Data-Based Decision Making Objectives

- Understand the skills necessary for effective collaborative teaming.

- Understand the roles and responsibilities for the problem solving process

- Review the problem solving process in your school

- Review the effectiveness of collaborative teams and data-based decision making

E-evaluation Link for schools to access http://www.keysurvey.com/f/434262/20d2/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/434262/444524/29ebb4fe?afterVoting=37059bf35b10

Day 3: Community and Family Involvement:
Webinar

Implementing Community and Family Involvement Objectives

- Understand the importance of involving parents in the MTSS/RTI process.

- Discover how involved parents impact academics, attendance or behavior in student's success.

- Create a system so parents know what to expect in your district from the MTSS/RTI process

E-evaluation Link for schools to access http://www.keysurvey.com/f/490233/1ba3/

Evaluation results ONLY for consultants to access and share with other trainers:
http://www.keysurvey.com/report/490233/469745/9aa44534?afterVoting=84953b17ce47

Day 4: Work Day with facilitator:
On-site

Work Day with Facilitator Objectives

- Identify next steps for your school
- Use your meeting time to address and plan for how your team will accomplish their next steps.

E-evaluation Link for schools to access : http://www.keysurvey.com/f/566944/6cc4/

Evaluation results ONLY for consultants to access and share with other trainers: http://www.keysurvey.com/report/566944/547283/31f8caef?afterVoting=ad555560f5ee

Implementing B (repeating schools) Differentiate and Integrate technology

Day 1: Using technology in your process and Digging Deeper: Pathways to Sustaining**:**

Face to face

Implementing: Using technology in your process and Digging Deeper: Pathways to Sustaining Objectives

- Understand how various technologies can streamline your schools communication and data collection processes.

- Be able to set clear, measurable and attainable goals

- Be able to utilize the Digging Deeper form to create action plans for your school

- Develop plans and set dates for 3 follow-up on–site work sessions with facilitators

E-evaluation Link for schools to access: http://www.keysurvey.com/f/566947/3a47/

Evaluation results ONLY for consultants to access and share with other trainers: http://www.keysurvey.com/report/566947/547285/1a14904d?afterVoting=5f9edb96c891

Mini Modules and other resources available : Core Multiple Measures & Source Book , Aimsweb completed

Incomplete: Dibels (Carol) Student Goal Setting (Susan)

Worksheet
SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the "PD components" column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description.   Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The "PD components" column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Sec. 2014-2015 Project's self-rating

| A(1) Selection | **Clear expectations are provided for PD participants and for schools, districts, or other agencies.**

Required elements:
• Description of expectations for PD participants (e.g., attendance in training, data reporting).[ix]
• Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).[x,xi]
• Description of how schools, districts, or other agencies were informed of their responsibilities.[2,3]

Provide a brief description of the form(s) used for these agreements. | The OPI selects schools based on an application process that clearly defines participation that includes provision of the necessary resources, supports and administrative participation. School team member roles and responsibilities are laid out under participation requirements in the application. The application process is completed through our Secondary RtI Implementation Rubric*. A cover letter**(*) accompanies the link to the Secondary RTI Implementation Rubric. Schools accessed the rubric via a link provided. Data from the rubrics was collected internally by our RtI Coordinator and shared out with our RtI regional facilitators and consultants.
There are 6 areas of possible support identified within the rubric. Expectations for the participating schools are outlined within each of the 6 individual areas. They are as follows:
   7) Strong Leadership & Collaboration Teaming
      Requirements include
        g. District and school site leadership provide active commitment and support (time, resources & staff) for RtI school-wide training and activities.
        h. The RtI School Leadership Team provides on-site training and guidance toward the building of a school-wide understanding of the RtI framework.
        i. RtI Leadership Team has developed procedures for school-wide staff consensus building activities that support Montana's RtI framework.
        j. School-wide, staff are committed to the RtI process for school improvement at some level.
        k. School-wide understanding of and support for the RtI process, consensus is at 80% or more, and documented through staff surveys, activities, and a commitment to school improvement.
        l. All staff (faculty, administration, school board) are involved in the ongoing evolving school improvement process and their commitment is documented.
   8) Ongoing Assessments & Data Driven Decisions
        j. Benchmark achievement data is collected 3x per year, and a system for summarizing and distributing this information has been established.
        k. Evaluating student progress includes monitoring, bi-monthly or monthly for designated strategic or intensive | 4 |

| | | students. Some or all staff have training in the use of progress monitoring tools and techniques.
l. Diagnostic measures and aligned interventions are used to further address the instructional needs of students identified as strategic and intensive.
m. Assessment (including benchmarking, progress monitoring, and formative assessment at all instructional levels) drives instructional practices.
n. A continuum of interventions pathway (protocol, focus guidelines) based upon established decision rules for data has been developed for advance, benchmark, strategic and intensive groups.
o. Teams (RtI Leadership, grade level, content area, data, etc.) understand and implement problem-solving procedures; changes are made based on data & corresponding student needs.
p. Pathways (protocols, focus guidelines) have been developed with criteria built from decision rules based on data for all content and behavioral areas.
q. Documented forms of progress monitoring (use of CBMs, formative assessment) drive use of research validated curriculum, interventions and instructional practices at all tiers.
r. Documented revisions of the RtI process are based upon data formally reviewed at least annually by the RtI Leadership Team and appropriate school staff.
9) Evidence Based Curriculum & Instruction
c. Research validated core curriculum and interventions have been selected, inventoried and all staff are using these materials at all levels of instruction. Reading and Math texts use "evidence-based" methods and are sequenced so that students can be expected to have received instruction on specific skills when they enter the next grade.
d. Use of evidence-based instructional approaches that have a high probability of success for the majority of students are apparent in all instructional settings.
10) Fidelity of Implementation
c. Instructional expectations have been outlined to address the fidelity of curriculum delivery and instructional strategies. | |

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Sec. 2014-2015 Project's self-rating
		d. A school-wide commitment to the ongoing improvement of curriculum, instructional materials and practices is measured with fidelity procedures that are scheduled and documented. 11) Ongoing Training and Professional Development 　　d. Action plans and next steps are reviewed 3x per year and efforts are made to provide appropriate training school-wide that addresses staff and student needs based upon data. 　　e. RtI Leadership Teams are involved in training that supports the implementation process and school staff receive support from the leadership & additional training as needed to support the implementation of the essential components of the RtI process. 　　f. All new staff receive on-site training and support for implementation of the RtI process and procedures. 12) Community and Family Involvement 　　c. The RtI process is documented in the school handbook, special education narrative, 5-year plan, and school policies & procedures. 　　d. School board members, parents and community are actively involved in the ongoing review of the RtI process. (Note: in FY 5 of this SPDG, we did not accept any new participating schools therefore the link to the Secondary RtI Implementation Rubric is inactive.) In FY 5 only, schools that had participated in previous years were allowed to continue participation in the project. Consequently, no new applications were issued. *See Attachment M: Secondary RtI Implementation Rubric **See Attachment C: RtI Application Letter 2014-2015 ***See Attachment D: RtI Application Letter 2013-2014	

| A(2) Selection | **Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.[1]**

Required elements:
• Expectations for trainers' qualifications and experience and how these qualifications will be ascertained.
　　o Description of role and responsibilities for trainers (the people who trained PD participants).
• Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.
　　o Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). | Trainers who are either Regional Consultants or local Facilitators are hired as short-term employees of the Montana Office of Public Instruction. State guidelines and protocols for hiring are followed—position descriptions, roles and responsibilities are described in the application*. Previous applications were reviewed by the State RtI Coordinator and approved by the State Special Education Director and an Assistant Superintendent to ensure that each applicant has the necessary background knowledge and experience to serve as a RtI Regional Consultant or Facilitator. Expectations for serving as a trainer are those provided by Knight** Specific job descriptions are outlined in both the Facilitator Job Description*** and the Regional Consultant Job Description****.

Qualifications of an RtI/MTSS Facilitator*** and the Regional RtI/MTSS Consultant**** are:
　5) Have a bachelor's degree in early childhood education, elementary education, reading and math, special education, school psychology or a closely related field and three or more years of successful professional teaching experience
　6) Demonstrate a strong understanding of the best practices embedded in the Montana Response to Instruction model
　7) Demonstrate the leadership experience, organizational skills, and communication abilities to effectively support school administrators, teachers, and instructional teams in their implantation of RtI
　8) Candidates with experience working with district-level RtI teams providing school improvement, decision-making, and support are preferred
Job Description of an RtI/MTSS Facilitator*** and the Regional RtI/MTSS Consultant**** are:
　7) Exhibit knowledge of research related to RtI/MTSS and the practices and processes of the Montana RtI model
　8) Support and respect the Montana RtI/MTSS program
　9) Maintain the confidentiality of school and student records
　10) Observe professional lines of communication at all times with individuals inside and outside the school system
　11) Accept other duties as may be assigned by the State RtI/MTSS Coordinator which are related to the scope of the job
　12) Exhibit effective and demonstrated skills in: | 4 |

i. leadership; planning, implementing, and assessing the RtI/MTSS process
j. communication, both in writing and orally
k. interpersonal skills with individuals, teams and groups (student, parent, educator, specialist, administrator and support staff)
l. working collaboratively with various groups within the school and in the community; working collaboratively and respectfully with other RtI/MTSS facilitators and RtI/MTSS Regional Consultants
m. gaining consensus in groups and among various audiences; providing curriculum and instructional strategies
n. presenting to small and large groups for staff development; time management
o. problem solving and development of solutions; planning and facilitating meetings
p. analysis and use of data for decision making; working cooperatively in sharing knowledge, expertise, and skills with others

The RtI/MTSS Facilitator is expected to:
8) Attend and assist in the delivery of regional RtI/MTSS training sessions
9) Shadow the regional consultant or an experienced facilitator until it is determined they are ready to provide on-site support to schools
10) Be assigned to provide on-site support to no more than three schools per school year unless mutually agreed upon by facilitator and regional consultant
11) Contact each assigned school early in the 204-2015 school year and visit all assigned schools at least two times per school year
12) Attend RtI/MTSS Facilitator/Regional Consultant training twice a year
13) Not be paid to do independent RtI/MTSS trainings (school will not be reimbursed to attend such trainings)
14) Submit timesheets, travel claims, and any school visit data on a bi-weekly basis
   d. Timesheets are due by noon on Friday following paydays and they must be submitted with a back-up documentation sheet providing information on what is being done with the hours worked

e. Travel claims are due by noon on paydays and must accurately reflect all of your travel time while working for the OPI and be accompanied by a hotel receipt (if applicable) that reflects a zero balance, or paid in full

f. Submit school visit data on a monthly basis

The RtI/MTSS Consultant is expected to:

17) Plan and coordinate the delivery of regional RtI Leadership Team training sessions; for secondary consultants trainings may be trans-regional

18) Coordinate the assignment of RtI/MTSS facilitators to schools to provide site follow-up and support

19) Be assigned to no more than three schools per school year unless mutually agreed upon by regional consultant and state coordinator

20) Contact each assigned school early in the 2014-2015 school year and visit all assigned schools at least two times per school year

21) Attend RtI/MTSS Facilitator/Regional Consultant training twice a year

22) Attend CSPD council meetings in their region

23) Meet with other RtI/MTSS Regional Consultants and the State RtI Coordinator regularly and as needed

24) Present sessions on RtI topics at state conferences as needed and as mutually agreed upon between Regional Consultant and State RtI/MTSS Coordinator

25) Preapprove any additional RtI/MTSS trainings affiliated with the OPI with the State RtI/MTSS Coordinator

26) Not be paid to do independent RtI trainings (schools will not be reimbursed to attend such trainings

27) Advice whether or not schools in their region are at the RtI sustaining level to qualify students as learning disabled under the RtI model at the request of the school district

28) Assist in the creation of a yearly state RtI action plan

29) Coach, supervise, and support the RtI Facilitators

h. Supervising facilitators-in-training or assigning them to an experienced facilitator so that they may shadow the master facilitator /consultant as part of their training

i. Deciding, with consultation from participating facilitators, when new trainees are ready to assume the responsibility of full site facilitators

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Sec. 2014-2015 Project's self-rating

		j. Acting as a liaison ensuring that information from the State RtI Coordinator is communicated promptly
		k. Prompting and assisting facilitators in submitting the necessary grant-related data in a correct and timely manner
		l. Planning and providing state and regional training for facilitators
		m. Helping facilitators problem solve issues that arise as they support their assigned schools
		n. Visiting facilitators' assigned schools with them as needed
		30) Assist in the revision and development of Montana RtI Framework/Resource Guide if needed
		31) Submit timesheets, travel claims, and any school visit data on a bi-weekly basis
		    c. Timesheets are due by noon on Friday following paydays and they must be submitted with a back-up documentation sheet providing information on what is being done with the hours worked
		    d. Travel claims are due by noon on paydays and must accurately reflect all of your travel time while working for the OPI and be accompanied by a hotel receipt (if applicable) that reflects a zero balance, or paid in full
		32) Submit grant-related staff development school visit data on a monthly basis
		
		No new consultants or facilitators were hired for the RtI project for FY 5
		
		*See Attachment E: OPI RtI trainer application
		**See Attachment F: Coaching/Training Expectations & Strategies (Knight)
		*** See Attachment G: Facilitator Job Description--2012-2013
		**** See Attachment H: Regional Consultant Job Description--2012-2013	

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 RtI Sec. 2014-2015 Project's self-rating
B(1) Training	**Accountability for the delivery and quality of training.** Required elements: • Identification of the lead person(s) accountable for training. • Description of the role and responsibilities of the lead person(s) accountable for training.	Annette Young, SPDG Coordinator, with Susan Bailey-Anderson, Montana SPDG State Director, works to oversee the work of the Regional Consultants. Susan meets monthly, via webinar, with the Regional Consultants and the RtI Facilitators to discuss all matters with RtI implementation at both the elementary and secondary level. During the monthly webinars, there is also a brief "in-the-know" section where a topic of interest to the Regional Consultants and the RtI Facilitators is explored in greater depth. Experts on the topics provide a mini-training and facilitate the topic discussion. The Regional Consultants directly oversee the school level RtI Facilitators and provide guidance and direction for the on-site support by the facilitators. Schools understand that they may contact their Regional Consultant with concerns.	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
B(2) Training	**Effective research-based adult learning strategies are used.**[xii,xiii,xiv] Required elements: ● Identification of adult learning strategies used, including the source (e.g., citation). ● Description of how adult learning strategies were used. ● Description of how data are gathered to assess how well adult learning strategies were implemented.	RtI Training Modules are sequenced from the Exploring A implementation level through the Implementing A levels to ensure consistency in training across Facilitators and Regional Consultants. Sequenced trainings* are manualized and have adult learning principals as identified by NIRN and Knight's** effective coaching principles and strategies embedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback). New facilitators are required to attend 4 training sessions and shadow their respective Regional Consultant before being deemed ready to be a facilitator. Regional Consultants monitor new Facilitators for successful delivery of training that includes adult learning principle strategies. Regional Consultants provide verbal formative performance feedback to Facilitators to further refine training delivery. Schools also evaluate the trainings using Guskey's levels. Online evaluations have been developed that allow for systematic tracking and provision of longitudinal data. Issues brought forth in the evaluations are discussed and trainings are modified if necessary prior to the next training. *See RtI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/rti/Implementing.html ** See Attachment F: Coaching/Training Expectations & Strategies (Knight)	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
B(3) Training	**Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).[3,5]** Required elements: • Description of skills that participants were expected to acquire as a result of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured.	Trainings provided to School Leadership Teams are designed to develop background knowledge and specific skill building. Facilitators are trained to use and demonstrate skills such as the ability to: screen all students three times per year; to use screening data to sort students into appropriate academic support tiers; use progress monitoring measures correctly; analyze progress monitoring data to group students according to learning needs; identify needs and apply appropriate intervention strategies; and to adjust instruction over time in accordance with progress monitoring data to improve student learning outcomes. Facilitators are observed by their respective Regional Consultant to ensure skills are learned to criterion and sufficient knowledge is gained in training. An RtI Secondary Implementation Rubric* and Digging Deeper MS - HS Document** have been developed to help facilitators and consultants track the schools' progress and identify gaps. Monthly conference calls with the OPI and RtI consultants/facilitators were initiated thru the OPI to discuss the project. *See Attachment M: Secondary RtI Implementation Rubric **See Attachment N: Digging Deeper MS – HS Document	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
B(4) Training	**Training outcome data are collected and analyzed to assess participant knowledge and skills.[5]** Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. • Description of how training outcome data were reported. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.	Upon completion of each training, evaluations are collected and analyzed by the trainer, consultants and facilitators in order to guide future trainings. Post trainings, school teams self-evaluate with their Facilitator the school's need for further skill development or implementation plans through our Form – RtI Next Steps*. In addition, the MS-HS RtI Implementation Rubric** and Digging Deeper MS – HS Document*** have been developed to help guide schools in creating their action plans. When schools have reached the Implementing B Level, they develop Individual Plans of Progress (IPP) that target their individual gaps. RtI Facilitators and Regional Consultants assist the schools in designing meaningful professional development based on these gaps. The action plans and IPPs are reviewed by the Regional Consultants. Feedback is also provided to the trainer in order to inform continued trainings. School teams complete the MS – HS RtI Implementation Survey**** to self-evaluate skill and implementation growth in the 8 essential components and relevant skills on a year-to-year basis. *See Attachment J: Form – RtI Next Steps ***See Attachment M: MS-HS RtI Implementation Rubric ***See attachment N: Digging Deeper MS – HS Document ****See link to MS – HS RtI Implementation Survey: https://docs.google.com/forms/d/1_A7c7wwP9bMZs1Hzc66DxOS87RS-uPJKBIFeho9MZc/viewform?edit_requested=true	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
B(5) Training	**Trainers (the people who trained PD participants) are trained, coached, and observed.[5,xv]** Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). • Description of procedures to obtain participant feedback. • Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).	RtI Training Modules are manualized from the Exploring A through the Implementing A levels to ensure consistency in training across Facilitators and Regional Consultants. Implementing B and Sustaining Level schools are provided support in the form of guidance, on-site facilitation, and gap analysis. These teams' self-identify gaps and their facilitators assist them in providing the appropriate professional development to meet each school's individualized needs. Training objectives for each module were identified and then evaluated by participants, based upon these identified objectives. This provides fidelity to the training process and consistency of trainings to ensure that they are implemented as planned across our 5 regions. For professional development needs, we collaborated with other state divisions, regional service providers, and national consultants to provide relevant and on-going trainings for our consultants and facilitators. *See Attachment O: 2013-2014 Secondary Training Module Timeline **See attached Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EITdQDqJ9sw9T0iVX4/edit	3
C(1) Coaching	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.[xvi]** Required elements: • Identification of the lead person(s) responsible for coaching services. • Description of the role and responsibilities of the lead person(s) accountable for coaching services. • Description of how data were used to provide feedback to coaches and improve coaching strategies.	Monthly conference calls with the SPDG State Director, SPDG Coordinator, RtI Regional Consultants, and RtI facilitators were initiated thru the OPI to discuss the project. In addition, post-training evaluations are reviewed by Regional Consultants and facilitators to assess quality and timeliness of the training. *See attached Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EITdQDqJ9sw9T0iVX4/edit	2

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
C(2) Coaching	**SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.** Required elements: • Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).[6] • Describe how SPDG coaches monitored implementation progress. • Describe how the data from the monitoring is used to provide feedback to implementers.	RtI Facilitators incorporate adult learning principles into sequenced training materials which are manualized and have adult learning principals as identified by NIRN and Knight's* effective coaching principles and strategies embedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback).Facilitators regularly model the strategies that the practitioners are expected to use. They also discuss challenges the practitioner is facing in implementing the strategies. The RtI Facilitators can meet with the principals of the schools (and/or leadership teams) up to 4 times per year. They use this time to discuss barriers to implementation, including teachers' perceptions of factors undermining their abilities to achieve valued student learning outcomes. RtI Facilitators help schools sustain continuous improvement through regular rubric assessments (see attached MS-HS RtI Implementation Rubric**), our implementation checklist (see attached RtI implementation survey***) and tracking of the schools' next steps (see attached Form – RtI Next Steps Rubric****) At the Implementing and Sustaining Levels, RtI facilitators work with school teams to identify, target, and eliminate their implementation gaps of all 8 essential components. * See Attachment F: Coaching/Training Expectations & Strategies (Knight) ** See Attachment M: MS-HS RtI Implementation Rubric ***See link to RtI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home **** See Attachment J: Form – RtI Next Steps	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Sec. 2014-2015 Project's self-rating
D(1) Performance Assessment (Data-based Decision Making)	**Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).[10]** Required elements: • Provide a description of the role/responsibilities of the lead person and who this person is.	Shared leadership is comprised of a school Leadership Team. The Leadership Team is responsible for facilitating effective implementation at their school. Implementation rubrics, a yearly implementation survey, and self-assessment forms provided by RtI Facilitators assist schools in evaluating implementation process fidelity. School movement through RtI supports are tied to the schools' progress as evidenced in their implementation surveys and rubrics. Consultants and facilitators use the data from these tools to design and assign appropriate trainings for the schools. Schools are coached on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing teams are encouraged to create grade level teams (or grade band teams in rural schools) that meet weekly or bi-monthly for collaboration and instructional planning.	4
D(2) Performance Assessment	**Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).** Required elements: • Describe data systems that are in place for various education levels. • Describe how alignment or coherence is achieved between various data systems or sources of data. • Describe how multiple sources of information are used to guide improvement and demonstrate impact.[10]	Implementation teams at the school level collect and analyze academic (and behavioral) data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools share their academic data with the state through submission of their thrice-yearly benchmarking data. The full performance feedback loop was completed as the State database was developed to analyze initiative school data on a statewide basis. The state evaluator reported on data trends for the RtI-Elementary Initiative. This information has been provided to participating schools and regions. All data will continue to be used to make decisions on effectiveness, needs for further refinement or changes to methods.	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Sec. 2014-2015 Project's self-rating
D(3) Performance Assessment	**Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).[10]** Required elements: • Describe the feedback loop for each level of the system the SPDG works with o Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. • Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).[10]	Participating RtI-Secondary schools are required to use the 8 Essential Components of our initiative to determine whether or not they are making adequate progress. They are introduced to and provided skills-based training on each component of the initiative. Modules for each component are available on the RtI website for schools to use to train new staff. Also, it is recommended that schools create a handbook on RtI procedures for all new staff. Ongoing support includes job embedded professional development to ensure implementation fidelity. An implementation survey measures schools for continuous improvement in using the 8 components. Each level of RtI training has a module dedicated to teaming and consensus building. Schools are provided with tools, ideas on how to bring about staff consensus through the RtI process. RTI facilitators coach schools on how to use data in the decision-making process and how to share out the data to increase stakeholders buy-in. The state evaluator reported out on data trends for the RtI-Secondary Initiative. From this information, modules were modified to reinforce the components of fidelity and family engagement. RtI data compilations were utilized by SEA representatives, showcasing the success of the RtI program to our state legislature. *See RtI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/rti/Implementing.html	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
D(4) Performance Assessment	**Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.[10]** Required elements: • Describe how benchmarks are created and shared. • Describe positive recognition processes for achievements. • Describe how data are used to "market" the initiative.	Schools move through 5 stages of implementation benchmarks and are tracked with a yearly survey. The RtI Implementation Survey* is used to evaluate if benchmarks have been achieved and to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential RtI component requirements (through survey and various other implementation assessment tools— MS-HS RtI Implementation Rubric**, Digging Deeper MS – HS Document***), we evaluate the areas that need more focus for training and coaching support. Schools then formulate their next steps with their information in mind and we formulate our trainings and coaching to be responsive to the schools' identified needs. Student data is collected at the state level and has been disaggregated to help evaluate successful attainment of school and regional implementation goals and benchmarks. Schools' implementation gains are celebrated at all levels but formally acknowledged when the schools reach sustaining status. For FY5, 12 new schools were recognized for reaching the sustaining level, bringing the total to 32 schools. Having received a new SPDG grant award, schools that have been strictly using the RtI model will be recruited to move toward the MTSS model. We will be working on expanding across the state from our MTSS pilot project (Project REAL) in the new SPDG grant. *See link to RtI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home ** See Attachment M: MS-HS RtI Implementation Rubric *** See attachment N: Digging Deeper MS – HS Document	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
D(5) Performance Assessment	**Participants are instructed in how to provide data to the SPDG Project.** Required elements: • Procedures described for data submission. • Guidance provided to schools/districts.	Guidance for reporting data to the SPDG project is provided to RtI Facilitators through the SPDG Coordinator, TA and written documents (Evaluations using Guskey's levels). Those responsible for the data are given the number and e-mail of the SPDG Coordinator for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a monthly basis. Midway through FY 3, we assigned a new data analyst to the project. This person has done a thorough job of working with the schools in the RtI process to assist in data submission. She continues to use regular contact via phone and e-mail, as well as having moved many of them to an automated process where they have given her collection rights from their internal servers to ensure meeting data collection deadlines. Some schools within the project have switched to new assessment measures which do not align with our original grant application, in spite of their contractual agreements not to do so. Our new data analyst is working carefully with our external grant evaluator to ensure that both the agreed upon and the new data measurements are collected and reported out in the annual report.	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 RtI Sec. 2014-2015 Project's self-rating
E(1) Facilitative Administrative Support/ Systems Intervention	**Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.** Required elements: • Role/job description of administrators relative to program implementation provided. • Describe how the SPDG trains and supports administrators so that they may in turn support implementers.	Principals are provided with their role, responsibilities and expectations in the RtI-Secondary Application (see the attached RtI Application Letter 2014-2015*; our application was electronic but we did not accept any new applicants to the project in FY5 therefore closed the link). These expectations include their attendance at all trainings where they are instructed to utilize specific administrative processes via training modules specifically targeted toward leadership skills and roles. The expectations of RtI Facilitators are outlined in their job descriptions (see attached Facilitator Job Description--2012-2013**) and are partially reiterated in the training manual and project applications. Principals and school board chairs are expected to fully support implementation of RtI as indicated by signing the application agreement. In the fall of 2012, principals received specific leadership training at a Leadership Seminar geared toward their role as instructional leaders in the RTI process. Although successful and well received, funding for targeted administrative trainings was shifted from RtI to the MTSS Project REAL. During trainings, principals and their teams complete next step forms including which areas of professional development need targeting. Administrators are encouraged to use these next steps to plan their yearly professional development. Resources for professional development needs of schools are provided by RtI Facilitators and Regional Consultants. Principals receive further support by engaging in RtI Consultant-led Administrative training strands for the purpose of sharing implementation information and strategies with other administrators. *See Attachment C: RtI Application Letter 2014-2015 **See Attachment G: Facilitator Job Description--2012-2013	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 RtI Sec. 2014-2015 Project's self-rating
E(2) Facilitative Administrative Support/ Systems Intervention	**Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation** Required elements: ● Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers). ● Describe processes for revising policies and procedures and making other necessary changes.	Leadership teams, including principals, are trained on how to use data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize data to monitor student progress toward benchmark goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times).	2

ix http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 36-39).

x http://learningforward.org/standards/resources#.U1Es3rHD888 .

xi Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

xii Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences,* 8, 143-148.

xiii http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 39-43).

xiv http://learningforward.org/standards/learning-designs#.U1GVhbHD888 .

xv http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 47-55).

xvi http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 44-47).

9 http://learningforward.org/standards/data#.U2FGp_ldWYk .

10 http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf (pp. 15-16).

Attachment M: MS-HS RtI Implementation Rubric

INTRUCTIONS FOR COMPLETING THE RUBRIC
PURPOSE; REVIEW THE ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION

& CORRESPONDING EVIDENCE

Each of the following essential elements will be addressed in the worksheets.

Strong Leadership & Collaboration Teaming

Ongoing Assessment & Data-Based Decision Making

Evidenced-based Curriculum/Interventions & Instructional Practices

Fidelity of Implementation

Ongoing Training and Professional Development

Community and Family Involvement

After reading the general requirements for implementation at the top of each section, you are asked to

1)   Rate your school in each area and

2)   Determine the next steps your school will take toward establishing an MTSS/RTI Framework

3)   Record the information for all six essential elements on the last page of the rubric.

YOU MAY FIND IT HELPFUL TO REVIEW THE EVIDENCE IN EACH AREA FIRST! To better assist you in determining your progress thus far, a list of evidence (blue headings) follows each area that outlines specific steps that may be undertaken to reach full implementation of the RTI component. It may be helpful to check the boxes in front of statements/activities/procedures that are already in place at your school. If you find activities that fit your school's next course of action, you may want to utilize these activities as "Next Steps". It is not necessary to go beyond your level of implementation unless you need/want activities at higher implementation levels.

Note: The list of evidence is meant only as a guide, all items are not required, but set forth as an example. It is not unusual for schools to be farther along in some areas than others. There are NO SET RULES for the exact step/procedure/element you choose to work on. For example, some schools have chosen to begin with a math focus rather than a reading focus. Each school is unique and each team must come to consensus in identifying priorities that will lead to implementation of a multi-tiered system of supports.

Please ask if you need clarification.   1

Rubric for Assessing RTI Implementation – Strong Leadership & Collaborative Training

Requirements (listed in ascending order of implementation)

1. District and school site leadership provide active commitment and support (time, resources & staff) for RTI school-wide training and activities.

2. The RTI School Leadership Team provides on-site training and guidance toward the building of a school-wide understanding of the RTI framework.

3. RTI Leadership Team has developed procedures for school-wide staff consensus building activities that support Montana's RTI Framework.

4. School-wide, staff are committed to the RTI process for school Improvement at some level.

5. School-wide understanding of and support for the RTI process, consensus is at 80& or more, and documented through staff surveys, activities and a commitment to school improvement.

6. All staff (faculty, administration, school board) are involved in the ongoing evolving school improvement process and their commitment is documented.

Check the Box That Rates Your School on Leadership & Collaborative Training:

☐ Novice – The school has not yet implemented this practice.
☐ Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.

☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Leadership and Collaborative Training?

1._____

2._____

3._____   2

Examples of Documentation for Collaborative Teaming and Strong Leadership may include:

Exploring A

☐ OPI/RTI Application

☐ Budget assigned to support RTI

☐ Resources assigned to support RTI

☐ Leadership team is appropriate, committed and involved (including the school principal, content specialists, general ed, special ed, parent rep, and appropriate representatives/support professionals who have expertise in core/content literacy/data management Inventory of curriculum and intervention resources by grade

☐ Calendar of Leadership Team meetings and activities is established

☐ Roles are established for leadership meetings (facilitator, timer, record keeper, etc.)

☐ Agendas are prepared/distributed in advance of leadership meetings and include pertinent items for members' review

☐ Establish goals for the year and next steps/action plans

☐ Identify initial grade group(s) for start up implementation (e.g. K,1 for reading)

☐ Begin dialogue among support personnel concerning data

☐ The district and school site leadership begins to provide active commitment and support (time, resources, & staff) for RTI school-wide training and activities

Exploring B

☐ RTI documents have been developed & include samples of forms, inventories, course organizers, Fidelity checks, RTI glossary, etc.

☐ Staff training related to RTI has been scheduled

☐ Evidence of instructional leadership activities intervention programs and effective instruction   3

□ Establish how all staff access data, set up meetings, request problem-solving, etc. (including support staff)

□ Establish RTI Content areas/grade level teams including support personnel

□ RTI Content Area/ Grade Level team meeting agendas demonstrate how data informs and guides teams to track progress at the student, classroom & grade level

□ School wide, staff have and understanding of and/or are committed to the RTI process for school improvement at some level

□ Data is collected from staff (e.g., survey, group discussion, etc.) to assess level of knowledge level, commitment, and impact of RTI/MTSS

Implementing A

□ Agendas of any MTSS/RTI meeting: Leadership, Content Area/Grade level, PLC's, Data meetings are available

□ MTSS?RTI Data & Implementation Notebook is complete & includes student data, samples of forms, inventories, fidelity checks, RTI glossary, etc.
□ Leadership team has used consensus building to design first draft of student goal/intervention data sheet

□ School MTSS/RTI Pamphlet is printed and available

□ RTI/MTSS is understood by school board and policy/procedures are addressed at this level.

□ Evidence of Leadership Agenda and work which addresses fidelity to content delivery

□ Evidence of Leadership Agenda and work which addresses implementation of research validated instructional practices

□ Pathways have been established for advanced/benchmark/strategic/intensive groups. Leadership Team has established and documented standard protocols based upon established decision rules: e.g.
__pathways for diagnostic assessment procedure following benchmark assessment for Strategic and Intensive students
__pathways for establishing focus of intervention (accuracy, fluency, computation, etc.)
__pathways for changing an intervention
__pathways for moving a student to a different level of instruction
__pathways are established for advanced, benchmark, strategic and intensive intervention groups
__pathways are established for student placement, focus of instruction, intervention delivery, progress monitoring,
    summative assessment procedures   4

□ Establish content area and /or grade level problem solving teams for MTSS/RTI.

□ MTSS/ RTI Leadership Team has developed procedures for school wide staff consensus building activities which support Montana's RTI framework e.g. standard protocols
□ Evidence of collaborative teaming (e.g. time is built in to the school day/calendar for collaboration time)

□ MTSS/RTI Content Area/Grade level team meeting agenda demonstrates how data informs and guides teams to track progress at the student, classroom and grade level
□ School wide team decisions are made based on data and the use of a problem solving model is in place and practiced. This is documented and available for future team review

Implementing B

□ MTSS/RTI Leadership Team Agendas address fidelity to instructional content delivery

□ MTSS/RTI Leadership Team Agendas address implementation of research-validated instructional delivery practices

□ School-wide understanding of and support for the MTSS/ RTI process, consensus is at 80% or more, and documented through staff surveys, and commitment to the school improvement process
□ Action plans (Next Steps) are completed 3x per year by the MTSS/RTI Leadership Team w/additional content area/grade level representatives that work together to guide systemic change & professional development and this is documented
□ Evidence of MTSS/RTI training activities that encourage school-wide understanding and support of the process is available

Sustaining

□ Changes are made to standard protocols and school-wide procedures as a result of leadership team data-based decisions

□ Feedback on the outcomes of the MTSS/RTI Project is provided to staff, school board and community at least yearly

□ Decisions and actions by school and district leaders proactively support the essential components of the MTSS/RTI framework at the school, make the RTI framework more effective, and consider future RTI processes (i.e. professional development, budget, resources, etc.

5

Rubric for Assessing RTI Implementation – Ongoing Assessments & Data Driven Decisions

Requirements (listed in ascending order of implementation)

1. Benchmark achievement data is collected (MS 3X per yr), and a system for summarizing and distributing this information has been established.
2. Student progress monitoring, bi-monthly or monthly for designated strategic or intensive students. Some or all staff have training in the use of progress monitoring tools and techniques.
3. Diagnostic measures and aligned interventions are used to further address the instructional needs of students identified as strategic and intensive.
4. Assessment (including benchmarking as appropriate for content area / grade level progress monitoring, and formative assessment at all instructional levels) drives instructional practices.
5. A continuum of interventions pathway (protocol, focus guidelines) based upon established decision rules for data has been developed for advanced, benchmark, strategic and intensive groups.
6. Teams (MTSS/RTI Leadership, grade level, content area, data, etc.) understand and implement problem-solving procedures; changes are made based on data & corresponding student needs.
7. Pathways (protocols, focus guidelines) have been developed with criteria built from decision rules based on data for all content and behavioral areas.
8. Documented forms of progress monitoring (use of CBA, CBM, formative assessment) drive use of research validated curriculum (as appropriate) interventions and instructional delivery practices at all tiers.
9. Documented revisions of the MTSS/RTI process are based upon data formally reviewed at least annually by the MTSS/ RTI Leadership Team and appropriate school staff.

Check the Box That Rates Your School's Ongoing Assessment & Data Based Decisions:
☐ Novice – The school has not yet implemented this practice.
☐ Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.

☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps
After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Assessment & Data Based Decisions?

1._____

2._____

3._____   6

Examples of Documentation For Ongoing Assessment & Data Based Decisions will include:

Exploring A

□ MS teams establish benchmark assessment model (e.g. DIBELS, Aimsweb, etc.)

□ MS/HS teams establish school-wide data (e.g., DIBELS, Curriculum Based Assessment, Curriculum-Based Measures, Office Discipline Referrals, attendance, drop out rates, etc) collection through an efficient and effective systematic process.

□ Staff have been trained in assessment procedures

□ Evaluate baseline data school-wide in reading and math

Exploring B

□ MS benchmark data collection 3x year, available to staff and utilized for RTI target grades

□ MS benchmark data collection 3x year, available to staff and utilized

□ Create an inventory for assessments tools including diagnostic assessments

□ Establish process for collation and review of all relevant data systems for planning

□ MS create maps of benchmark data per grade

□ Use data to evaluate Core program (MS) for recommended changes

□ The process for collecting, distributing, and electronic storage of data is clear & documented

Implementing A
□ A student file or data sheet documents diagnostic testing of all strategic and intensive students

□ Data includes progress monitoring schedule and documentation of results which are used to structure teaching goals

□ Establish Benchmark assessment package and targets **7**

☐ Diagnostic measures and aligned interventions are used to further address the instructional needs for students identified as strategic or intensive

☐ First draft of student goal/intervention record is completed and in use

☐ Student file or data sheet documents intervention(s) which match individual student's defined skill deficits

☐ Evaluation includes progress monitoring weekly, bimonthly or monthly for designated strategic and intensive students.

☐ Probes are used for progress monitoring

☐ Evidence of using data to formulate goals for individual students or groups of students

☐ RTI and Grade level team meeting agendas and calendars demonstrate how data informs and guides interventions
    to meet the needs of students, at individual student, classroom and grade levels

☐ Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior

Implementing B

☐ Evidence of progress monitoring at all instructional levels which drives instructional delivery practices at all tiers

☐ Evidence of results of diagnostic assessment work applied within the problem solving model for students at strategic and intensive

levels

☐ Standard protocols are in place and utilized for making informed decisions for instruction

☐ Evidence of data driven instruction at all levels in both general and special education contexts

☐ Evidence from data sheets/student files that instructional adjustments are based on data & corresponding student progress and needs

☐ Evidence that data based decision making is based on up dated information on grade level targets

☐ Assessments and formative assessments drives instructional practices and decision making

8

□ Teams (e.g., School-Based Leadership Team, Problem-SolvingTeam, Intervention Assistance Team) implement effective problem solving procedures including:

a. Problem is defined as a data-based discrepancy (GAPAnalysis) between what is expected and what is occurring(includes peer and benchmark data)

b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined

c. Problem analysis is conducted using available data and evidence-based hypotheses

d. Intervention plans include evidence-based (e.g., research based,data-based) strategies

e. Intervention support personnel are identified and scheduled for all interventions

f. Intervention integrity is documented

g. Response to intervention is evaluated through systematic data collection

h. Changes are made to intervention based on student response

i. Parents are routinely involved in implementation of interventions

□ Teams understand and implement problem solving procedures school-wide; changes are made based on data & corresponding students

□ Pathways have been developed with criteria built from decision rules for all content and behavioral areas, pathways are implemented with consistency, and pathways have been reviewed with necessary changes based on school-wide data

□ Special Education Eligibility determination is made using the RtI model for Specific Learning Disability

Sustaining

□ Team periodically reviews evidence indicating that the assessment tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate

□ Data-driven problem solving drives systemic review and evidence of student improvement

□ All staff use recognized forms (pathways, protocols, fidelity checks) consistently

□ RTI/MTSS system and student forms are revised within a rolling program of review and revision

□ Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of the strategic or intensive interventions AND these decision-making criteria are implemented accurately

□ Documentation of formal revisions of procedures is based on school-wide data

9

Rubric for Assessing RTI Implementation – Evidence Based Curriculum (MS), Intervention & Instruction

Requirements (listed in ascending order of implementation)

1. Research validated core curriculum (MS) and interventions have been selected, inventoried and all staff are using these materials at all levels of instruction. Reading and Math texts use "evidence-based" methods and are sequenced.

2. Use of evidence-based instructional delivery practices that have a high probability of success for the majority of students are apparent in all instructional settings.

Check the Box That Rates Your School on Evidence Based Curriculum & Instruction:

☐ Novice – The school has not yet implemented this practice.
☐ Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.

☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Evidence Based Curriculum and Instruction?

1._____

2._____

3._____   10

Examples of Documentation for Evidenced Based Curriculum will include:

Exploring A
□ Identify Core curriculum by grade (MS)

□ Review effectiveness of Core program instruction in relation to 5 areas of reading and math (MS)

Exploring B
□ Create curriculum inventory for core and intervention programs and have that available

□ Establish and record how benchmark data is used to design instruction

Implementing A
□ Curriculum inventory of research based instructional delivery practices/programs has been created and is available to all staff

□ Review and revise Core and Intervention programs looking for weak areas in Reading or Math

□ Complete inventory of intervention teaching programs by grade and including SPED resources

□ Use of evidence based instructional delivery practices, methods, and approaches are evident and documented

□ Pathways that document the use of evidence-based materials at all tiers of instruction

□ Documentation of staff training on the use of materials and evidence based instructional delivery practice for content areas is available

Implementing B
□ Documented forms of progress monitoring (use of CBA's, CBMs, formative assessment) drive use of research validated instructional delivery practices at all tiers

□ Documentation of a high level of implementation of Core curriculum (MS) and research validated instructional practices

11

□ Evidence that instruction is aligned to student need

□ Use of validated instructional delivery practices is documented with recorded information and data collected on the success of school wide initiatives, training, professional development and walk-thru data

□ Annual or periodic review of evidence-based materials based upon changing practices & the data from school site

□ The school has established a three-tiered system of service delivery:
  a. Tier 1 Academic Core Instruction clearly identified (MS)
  b. Tier 1 Behavioral Core Instruction clearly identified
  c. Tier 2 Academic Strategic Instruction/Programs clearly identified
  d. Tier 2 Behavioral Strategic Instruction/Programs clearly identified
  e. Tier 3 Academic Intensive Strategies/Programs are evidence-based
  f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based

Sustaining

□ On-going reviews of evidence based materials and practices and the data from school site

□ Core (MS) and supplementary teaching programs are reviewed on a regular basis

□ Core (MS) and supplementary teaching programs are reviewed within the framework of the Common Core Standards

□ Research validated instructional delivery practices are documented with models for reference.

□ Pathways (protocols, focus guidelines) are available for all content and behavioral areas. These documents are utilized by all staff and revised as per changes in systemic and student data
□ Evidence of differentiation (i.e. most or all teachers differentiate instruction and teachers use students' assessment data to identify the needs of students
□ Evidence of articulation of teaching and learning occurs in and across grades levels (i.e. teaching and learning is well articulated from one grade to another & teaching and learning is articulated within grade levels so students have highly similar experiences regardless of their assigned teacher

12

Rubric for Assessing RTI Implementation – Fidelity of Implementation

Requirements (listed in ascending order of implementation)

1. Instructional expectations have been outlined to address the fidelity of curriculum delivery and instructional strategies.
2. A school-wide commitment to the ongoing improvement of curriculum, instructional materials and practices is measured with fidelity procedures that are scheduled and documented.

Check the Box That Rates Your School on Fidelity of Implementation:

☐ Novice – The school has not yet implemented this practice.
☐ Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.

☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Fidelity of Implementation?

1._____

2._____

3._____

13

Examples of Documentation for Fidelity of Implementation will include:

Exploring A

□ Establish reality of 90 minutes reading instruction (MS) – self assessment by staff

□ Establish fidelity of assessment procedures

Exploring B

 □ Establish first steps for fidelity to implementation of the core – content area partner observations, checklist

□ Establish fidelity checklist for assessment procedures

□ Check fidelity of 90 minutes reading instruction for Core (MS) and establish 90 minutes plus Strategic and Intensive

Implementing A

□ Fidelity checks and procedures in place for core, content area, supplementary and intervention program content delivery.

□ Evidence of implementation of research validated instructional delivery practices is documented.

□ Evidence of progress monitoring schedule and results for strategic and intensive students is documented

Implementing B

□ Evidence of scheduled and documented walk-throughs, observations and fidelity checks for core (MS), content and supplemental programs.
□ Evidence of scheduled and documented walk-throughs, observations and fidelity checks for research validated instructional delivery practices.
□ Evidence of scheduled and documented fidelity checks for assessments and scoring.

□ Evidence of scheduled and documented fidelity checks for progress monitoring   14

□ Documented revisions of the RTI process are based upon data formally reviewed at least annually by RTI leadership team and appropriate school staff

□ Data from walk-through info, surveys, training participation, and other RTI activities serves as documentation that is driving professional development

□ Scheduled and documented curriculum (MS), intervention and instructional delivery fidelity checks provide data for systematic evaluation, professional development, and ongoing school improvement

Sustaining

□ Evidence of all 8 Essential RTI Components are evident and in process and practice:

  __Fidelity documentation is revised systematically

  __New teaching programs are selected based on published documentation of research & research validated instructional practices

  __Evidence of fidelity documentation is available for all programs

  __Evidence of an established calendar for fidelity checks for:

      -all levels of assessments (e.g. Benchmark, Diagnostic, Progress Monitoring)
      -all teaching programs & instructional practices

□ Documentation of fidelity to content delivery and research-validated instructional practices has been a topic of the leadership team, and is in place and evident at some level

□ Teachers teach content area programs as intended by publisher in order to maximize effectiveness

□ Scheduled and documented curriculum (MS) and instructional delivery fidelity checks/walk-though provide data for systemic evaluation, professional development, and on-going school improvement

□ Instructional coach/specialist knows the programs and provides on-going support to teachers

□ Action plans are continually being reviewed and updated

15

Rubric for Assessing RTI Implementation – Ongoing Training and Professional Development

Requirements (listed in ascending order of implementation)

1. Action plans and next steps are reviewed 3x per year and efforts are made to provide appropriate training school-wide that addresses staff and student needs based upon data.
2. RTI Leadership Teams are involved in training that supports the implementation process and school staff receive support from the leadership & additional training as needed to support the implementation of the essential components of the RTI Process
3. All new staff receive on site-training and support for implementation of RTI process and procedures.

Check the Box That Rates Your School on Ongoing Training and Professional Development:

☐ Novice – The school has not yet implemented this practice.
☐ Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.

☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Training and Professional Development?

1._____

2._____

3._____

Examples of Documentation for Ongoing Training and Professional Development will include:

Exploring A

☐ Obtain training for all staff in basic RTI overview – The Essential 8

☐ Train staff in Core curriculum (MS), intervention and supplemental programs where necessary

☐ Train all staff in appropriate areas of reading instruction

☐ Establish calendar for O.P.I. Leadership RTI training sessions

☐ Establish calendar for staff to attend supplementary trainings (when appropriate)

Exploring B

☐ Schedule Calendar of Professional Development activities on site for staff within the structure of the Essential 8

☐ Schedule Calendar of Prof. Development off site for OPI/RTI trainings for Leadership Team

☐ Schedule Calendar of Supplementary Professional Development activities as appropriate

☐ Review the language and terminology of RTI with all staff

☐ Focused training on Core (MS Reading) program delivery for appropriate staff

☐ Establish regular training for effective instructional delivery practices

Implementing A

☐ Evidence of RTI training activities which encourage school wide understanding and support of the Essential 8 Framework.

☐ Evidence of paraprofessional and support staff training as above

17

□ Calendar and schedule for O.P.I. RTI Leadership Training established

□ Calendar and attendees for Supplementary RTI trainings through PD providers established

□ Evidence that some or all staff have received training in the use of progress monitoring tools and techniques

□ Evidence that all staff have received training in research based instructional delivery practices

□ Evidence that all staff have received training in intervention programs at their grade level

□ Evidence of on-going training in Core program (MS Reading) and effective instructional delivery practices

□ A plan is in place for all new staff to receive on-site training and support for the implementation of RTI process and procedures

Implementing B

□ Calendar and schedule for O.P.I. R.T.I. Leadership Training established

□ Calendar and attendees for supplementary RTI trainings established

□ Evidence that Action Plans or Next Steps are reviewed three times a year and adjustments made to provide appropriate school wide training for staff

□ Evidence of professional development on R.T.I. provided for new staff members

□ Evidence of training in core (MS), content and supplementary program(s) for new staff members

□ Evidence that an RTI training program is established and implemented for all new staff members and a mentor assigned

□ RTI Leadership teams are involved in training that supports the implementation process and school staff receive support from the leadership team & additional training as needed to support the implementation of the essential components of the RTI process

18

Sustaining

□ Evidence of documentation of formal RTI trainings and documentation of a support system for all new staff is in place

□ Parent training in RTI is designed and being implemented

□ A formal documented RTI training process and support system are available for staff new to the district and or school site

□ School wide staff input is used to review and revise an evolving RTI school improvement process and input and participation this process are documented

□ RTI Leadership team continues to engage in trainings as needed to build capacity and fidelity

□ Evidence of RTI training activities that encourage school-wide understanding and support of the process is available

□ A formal documented RTI training process and support system are available for staff new to the district and or school site

□ School-wide staff input is used to review and revise an evolving RTI school improvement process. Input and participation in this process are documented

□ Data from the use of walk-thru information, surveys, training participation, and other activities serves as the documentation that drives programs and professional development

□ School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice

19

Rubric for Assessing RTI Implementation – Community and Family Involvement

Requirements (listed in ascending order of implementation)

1. The RTI process is documented in the school handbook, special education narrative, 5-year plan, and school policies & procedures.

2. School board members, parents and community are actively involved in the ongoing review of the RTI process.

Check the Box That Rates Your School on Community and Family Involvement:

□ Novice – The school has not yet implemented this practice.
□ Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.
□ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Community and Family Involvement?

1._____

2._____

3._____

20

Examples of Documentation for Community and Family Development will include:

Exploring A

□ Document internal and external stakeholders

□ Set goal for Community and Family Involvement

Exploring B

□ Leadership team leads discussion on Community and Family Involvement with staff and identifies goal for the year (e.g. parent library, RTI as part of Back to School Night, etc.)

□ Identify and contact individual local community stakeholders who might support RTI school initiative

□ Establish Community/Parent education statement for school handbook, RTI handbook

□ Review opportunities for parent liaison and information about RTI and Reading

□ A job description is created for parent participation on Leadership Team

□ The teacher regularly communicates to parents and families about RTI, the learning process, areas of strength, and areas needing improvement

Implementing A

□ Plan and complete parent leaflet outlining RTI provisions for all students

□ Present RTI overview to School board to inform

□ Include a parent as a member of the Leadership Team

□ The teacher uses a wide range of available methods (including technology) to gather, record, and report information on student progress to parents regularly

21

Implementing B

☐ Evidence of regular implementation of community and family activities relevant to R.T.I. (see Implementing A for examples) built in to school calendar

☐ Parent leaflet is reviewed and revised to include the specific role of parents, examples of how to support students through activities at home, explanation of the 5 areas of reading, contact information for staff, etc.

☐ Parent Permission or sign off sheet explaining child's participation in the RTI process is utilized

☐ Parents are involved during the decision making meeting regarding the participation of their child in interventions

☐ Students participate in meetings with their parents and are active decision-making about their learning progress and assessment data

Sustaining

☐ Evidence that School Board members, parents and community members are actively involved in the ongoing review of the RTI process

☐ Adult and student tour guides for the school are trained in explaining the RTI essential elements in practice

☐ The RTI process is documented in the school handbook, special education narrative, 5 year plan, and school policies and procedures

☐ Documented revisions of procedures are based upon data formally reviewed annually with the involvement of school board, parents, and community

☐ The school uses effective structures to form parent partnerships with parents and families in order to support student learning (for example, the school may use research data on traditionally under-served populations (racial, ethnic, low socioeconomic, ESL) to collaborate with families to determine specific learning and assessment requirements for students)

22

THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION – REVIEW & NEXT STEPS

Essential Elements Summary For _____(name of school), ___/___/____ (today's date)
 *Complete the table below with information from preceding pages

	Novice	Nearing Proficient	Proficient
1. Strong Leadership & Collaboration Teaming	☐	☐	☐
2. Ongoing Assessment & Data-Based Decision Making	☐	☐	☐
3. Evidenced-based Curriculum/Interventions & Instructional Practices	☐	☐	☐
4. Fidelity of Implementation	☐	☐	☐
5. Ongoing Training and Professional Development	☐	☐	☐
6. Community and Family Involvement	☐	☐	☐

Next Steps (Homework)

Prioritize three activities or areas of focus from the preceding pages to work on in the upcoming weeks.

1._____

2._____

3._____

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Attachment N: Secondary Training Module Timeline

Digging Deeper – Focus on the problem.

Area of Focus: _____
(the team may use more than one Digging Deeper packet to plan for areas identified on the rubric)

Specific Concern (Explain what the student, group of students, grade level, or school system concern is)

Examples

1. 22% of 9th grade students are novice/nearing proficient in reading as measured by 8th grade CRT scores or below 215 on MAP reading assessment.
2. 14% of 4th grade students are not passing math check-outs at the end of the unit.
3. The past two years of data review indicates 7th grade behavioral office referrals have increased to >21% of the student population during any specific quarter.
4. 38% of students in our high school miss >10 single class periods in a quarter.
5. Inconsistencies in grading practices (i.e. 43% of students in those classes which heavily weight homework completion received an 'F' last semester).

What is the picture? Define the problem in measureable

terms: _____

_____

Present Data Collection Tools you use for this focus area

1. _____   3. _____

2. _____   4. _____

Summarize how you are compiling and utilizing this data:

_____

_____

_____

Narrowing the Focus:

Is your present process for collecting, summarizing and using the data to address the designated focus area working for you? If so what evidence (data) do you have that shows that? If it is not working, how will you address that need?

_____

_____

_____

What additional information do you have that would further define the problem? (i.e.

Attendance issues or patterns of absences, low reading comp, fluency, math comp/reasoning, homework completion, core curriculum issues, student behavior concerns, instructional fidelity ,the divergence of grade distribution, failure rates, lack of consensus, etc.)

_____

_____

_____

What additional information do you need before determining your next steps in

addressing the problem? (Convergent assessments - multi-test comparison, additional diagnostic assessment, disaggregated data,

review of grading/homework policies, etc.)

_____

_____

_____

What is the plan? Think outside the box. Brainstorm all the possible solutions,

interventions or instructional strategies that would address the problem:

_____

_____

_____

What is the solution that best addresses the problem and utilizes the resources available at your school? _____

_____

What will the data collection/tracking of the new process look like?

_____

_____

Is there a need to build consensus at the school site to proceed with this process? If so how will that be accomplished? _____

_____

How/when will we determine whether the intervention or instructional strategy is working or whether it should be changed, modified, etc.?

_____

_____

To be achieved by ____/____/____

Meeting Schedule (weekly, bi-weekly, monthly, etc.) _____

What is <u>YOUR</u> part in the plan? List the responsibilities of each team

member in addressing the plan (ie. actions). When will "your part" be

completed?

Name	Your part	Completion
Date	Evidence	

Each team member should get a copy of this

<u>Attachment O: Secondary Training Module Timeline</u>

2013-2014 Training Module Timeline

Secondary

<u>Exploring A</u>

Day 1: Secondary Overview: A Clear and Shared Focus; Getting Started: Secondary Leadership Team and Capacity Building; Introduction to the Secondary Implementation Rubric **(Face to Face)**

Day 2: Ongoing Assessment/Benchmarking; Data Collection and Tools for Assessment **(Webinar)**

Day 3: RTI & Secondary Instructional Practice with Technology integration (**Face to Face**)

Day 4: Middle or High School Engagement (**Webinar**)

<u>Exploring B</u>

Day1: Secondary Overview: A Clear and Shared Focus; Getting Started: Secondary Leadership Team Activities; Secondary Implementation Rubric **(Face to Face)**

Day 2:   Secondary Problem Solving **(Webinar and Structured work time)**

Day 3: Assessment and Data-Based Decision Making **(Webinar)**

Day 4: Technology integration with Tools for unpacking the Montana Content Standards **(Face to Face)**

<u>Implementing A</u>

Day 1:   Implementing Overview: Secondary Implementation Rubric walk through and plan development **(Face to Face)**

Day 2: How well has your team worked? With Technology integrated (review) **(Webinar)**

Day 3: Family and Community Involvement **(Webinar)**

Day 4: Self-Assessment and Fidelity **(Work Day with facilitator)**

<u>Implementing B (New Schools)</u>

Day 1:   Self-Assessment Tools (rubric, digging deeper and documenting progress) Secondary Implementation Rubric with technology integration **(Face to Face)**

Day 2: Advanced Family and Community Involvement **(Webinar)**

Day 3: Fidelity in Instructional Practices : **Montana Content Standards Resources – Are these being implemented consistently? (Webinar)**

Day 4: Self-Assessment and Planning **(Work day with facilitator)**

<u>Implementing B (repeating schools) Integrate technology</u>

Day 1: Using technology in your process Digging Deeper: Pathways to Sustaining**: Face to face**

Develop plans and set dates for 3 follow-up on–site work sessions with facilitators

Days 2-4: Site visits with facilitators based on individualized plans

Attachment P: MTSS Initiative Worksheet – Year 5 (4/1/2014 – 9/30/2015)

Worksheet
SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the "PD components" column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The "PD components" column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 MTSS 2014-2015 Project's self-rating

| A(1) Selection | **Clear expectations are provided for PD participants and for schools, districts, or other agencies.**

Required elements:
• Description of expectations for PD participants (e.g., attendance in training, data reporting).[xvii]
• Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).[xviii,xix]
• Description of how schools, districts, or other agencies were informed of their responsibilities.[2,3]

Provide a brief description of the form(s) used for these agreements. | A Leadership Team provides guidance to all aspects of the MTSS project. The team includes the grant staff, national trainers, and the MTSS Consultants that work in the schools to support implementation. They designed the selection criteria in our MTSS Application for MTSS Pilot Schools. The MTSS Application is a basic form with all pertinent information included in it for administrators' review (benefits of participation, requirements of participation, responsibilities of participation, MTSS Internal Facilitator expectations, FY calendar, and data collection schedule)*.
Participating Pilot Schools are required to:
• Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
• Establish a regular MTSS Team meeting schedule (minimum 2x per month).
• Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
• Align beliefs and practices in MTSS implementation efforts.
• Agree to adhere to specified project timelines
• Implement evidence based practices associated with MTSS model (core reading/literacy, math instruction, and positive behavior support) with fidelity.
• Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.
• Collect and submit data SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnext, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
• Attend all trainings and project events. Principal attendance is mandatory at all trainings (see Training Schedule, appendix C).
• Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports guide professional development decisions.
• Promote community and family awareness and participation MTSS implementation | 4 |

School team member responsibilities are laid out under participation requirements in the MTSS application. They are:

1. Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
2. Establish a regular MTSS Team meeting schedule (minimum 2x per month).
3. Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
4. Align beliefs and practices in MTSS with implementation efforts.
5. Agree to adhere to specified project timelines
6. Implement evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.
7. Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.
8. Collect and submit data using SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnext, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
9. Attend all trainings and project events. Administrator attendance is mandatory at all trainings (see Training Schedule, appendix C).
10. Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports and to guide professional development decisions.
11. Promote community and family awareness and participation in MTSS implementation

Selected schools are notified via official letter and commit to responsibilities laid out in the application.

No new schools were brought into the project during FY5. All previous participating returning pilot schools were e-mailed the FY5 Training Schedule** and the FY5 Data Collection Schedule***.
*See Attachment Q: MTSS application (MTSS Internal Facilitator Job Description embedded)
**See Attachment R: Project REAL MTSS 2014-2015 Training Plan

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 MTSS 2014-2015 Project's self-rating
		***See Attachment S: Project REAL MTSS Assessment Guide	

| A(2) Selection | **Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.[1]**

Required elements:
• Expectations for trainers' qualifications and experience and how these qualifications will be ascertained.
    o Description of role and responsibilities for trainers (the people who trained PD participants).
• Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.
    o Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). | There has been a planned and purposeful transfer of expertise over the years as the grant has progressed. Initially, during the planning stages, national expertise and support was utilized to inform and lead the core principals of MTSS development. During the second year, training was conducted by nationally known experts. In the third year, local expertise was involved in designing training, work groups, and products along with the national leadership. A job description was created for the MTSS Regional Consultants. This description provided guidance for training, coaching, and mentoring MTSS teams. The essential job duties of the MTSS Regional Consultant* are listed as:

• Establish and maintain contact/communication with assigned schools' site facilitators
• Train and support internal facilitators and local school personnel to develop, implement, evaluate and sustain MTSS practices by providing evidence based professional development, technical assistance, and coaching strategies.
• Support MTSS implementation in local districts/schools by providing evidence-based professional development trainings and facilitating networking meetings.
• Meet with District and/or School Leadership Teams of participating districts to assess needs and identify goals for MTSS implementation.
• Align professional development, technical assistance and coaching to participating districts' MTSS implementation goals.
• Coordinate assigned sites' participation in MTSS data collection tools.
• Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities/plan.
• Serve as liaison between MTSS Staff and internal facilitators in local schools.
• Support internal facilitator in the collection of evaluation data for MTSS staff. Provide reports as agreed upon with the MTSS staff.
• Participate in broader area trainings as agreed upon with MTSS staff.
• Collaborate with internal facilitators to provide training and support to parent organizations in order to foster parent engagement and partnerships. | 3 |

- Participate in the development of professional development materials and resources. Participate in networking opportunities with other internal facilitators, regional consultants and MTSS staff.
- Communicate effectively using a variety of technology tools and techniques
- Accept other duties related to the scope of the job as assigned by the MTSS staff. These duties could include but are not limited to attending CSPD council meetings in their region; meeting with other MTSS regional consultants, presenting sessions on MTSS topics at state and national conferences; assisting in the development of a yearly state MTSS action plan; coaching, supervising, and by ensuring that information is communicated promptly, prompting and assisting facilitators, planning and providing state and regional training for facilitators, and helping facilitators problem solve issues that arise.

Basic qualifications of the MTSS Regional Consultant* are:

- Support and respect the Montana MTSS process and philosophy.
- Maintain the confidentiality of school and student records and observe professional lines of communication with individuals inside and outside the school system.
- Observe and respect professional boundaries when sharing information about the MTSS process at individual sites.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.
- Understand and apply strategies to align professional development practices to support the implementation of MTSS plan.

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 MTSS 2014-2015 Project's self-rating
		• Understand the role of parents as partners in the MTSS process and learn strategies to engage parents as leaders and involve them in the process. • Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders. • Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices. • Understand the critical components necessary for implementation and maintenance of an effective MTSS plan. MTSS Regional Consultants are also expected to have baseline competencies in Coaching; Leadership and Commitment Building; Effective Teaming; Data-Based Decision-making; and Curriculum, Interventions, and Instruction. *See Attachment T: MTSS Regional Consultant Job Description	

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 MTSS 2014-2015 Project's self-rating
B(1) Training	**Accountability for the delivery and quality of training.** Required elements: • Identification of the lead person(s) accountable for training. • Description of the role and responsibilities of the lead person(s) accountable for training.	Marla Dewhirst, a national consultant in the area of MTSS, is contracted on an annual basis as the lead trainer for Training and Curriculum Development. Ms. Dewhirst was contracted for FY5 to provide the following training support: >3 two-day face-to-face Project REAL team trainings (September 29-30, 2014; February 26-27, 2015; and April 1-2, 2015) >4 face-to-face training sessions (3 day-long and 1 two-day) for the MTSS Consultants and Facilitators (August 25, 2014; October 1-2, 2014; February 25, 215; and March 31, 2015) >6 day-long focus group team sessions delivered on-line (September 23, 2014; November 4, 2014; December 9, 2014; January 13, 2015; March 17, 2015; and May 5, 2015) >6 1-hour long administrator webinars delivered on-line (September 25, 2014; November 6, 2014; December 11, 2014; January 15, 2015; March 19, 2015; and May 7, 2015) >6 1.5-hour long MTSS Consultant webinars delivered on-line (September 25, 2014; November 6, 2014; December 11, 2014; January 15, 2015; March 19, 2015; May 7, 2015) >provide continuous training support via e-mail, wiki, and conference calls >3 full-days of SWIS Suites Training to schools and districts (December 2, 3, 4, 2014) Dr. Lori Newcomer, a national consultant in the area of Tier 3 Supports and Classroom Management , was contracted for FY 5 to provide the following training supports: >3 two-day face-to-face Project REAL team trainings (September 29-30, 2014; February 26-27, 2015; and April 1-2, 2015) >6 day-long focus group team sessions delivered on-line (September 23, 2014; November 4, 2014; December 9, 2014; January 13, 2015; March 17, 2015; and May 5, 2015)	4

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	FY5 MTSS 2014-2015 Project's self-rating
B(2) Training	**Effective research-based adult learning strategies are used.**[xx,xxi,xxii] Required elements: • Identification of adult learning strategies used, including the source (e.g., citation). • Description of how adult learning strategies were used. • Description of how data are gathered to assess how well adult learning strategies were implemented.	Trainings include use of effective adult learning principals and strategies as outlined in research. These strategies include introduction, background knowledge, demonstration, modeling, practice, feedback, incorporation in current practices. On-going evaluation is reviewed and the trainers make adjustments and revise the curriculum before the next opportunity. *See Attachment U: September 29-30 Team Training Agenda **See Attachment V: February 26-27 Team Training Agenda ***See Attachment W: Project REAL MTSS April Agenda 2015	1

| B(3) Training | **Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).[3,5]**

Required elements:
• Description of skills that participants were expected to acquire as a result of the training.
• Description of activities conducted to build skills.
• Description of how participants' use of new skills was measured. | School Baseline was collected for Cohort 1 schools and again for Cohort 2 schools when they joined the project during year 2 and 3. The tools are repeated annually and feedback provided to the school teams on their application and growth. Baseline Tools include:
  • Systems Evaluation Tool (National PBIS Tool)
  • Benchmarks of Quality (National PBIS Tool)
  • Benchmarks of Advance Tiers (National PBIS Tool)
  • PBIS Self-Assessment Survey. National PBIS Tool)
  • Montana RtI Implementation Survey with guiding Rubric (MT created tool)
  • Family Engagement Checklist (New Hampshire Center for Effective Behavioral Interventions and Support)
  • Individual Student System Evaluation Tool (National PBIS Tool)
  • Student behavioral data – SWIS Suites* (National PBIS Tool)
The baseline data has been used to decide what skills need to be developed in training. Training includes presentation and rehearsal. On-line monthly meetings continued this year in the area of Low Incidence Disabilities and Functional Behavior Assessment and Behavior Support Planning to allow on-going coaching of these skills sets. School Site visits were also incorporated into the implementation plan and are completed by the MTSS Consultants and contracted trainers. Schools had a minimum of 2 site visits and up to 4 if needed.

End of the year surveys were designed and are completed for feedback on grant goals. These survey results are used for evaluation and planning. The current surveys are:
  • MTSS Facilitator Implementation Checklist 2014**
  • MTSS Materials Survey 2015***
  • Revised Year 5 Facilitators Tool Strategy Survey****
  • Parent School Engagement Survey*****

*See Attachment X: School Wide Information System ODR Form
**See Attachment Y: Facilitator MTSS Implementation Checklist 2014
**See Attachment Z: MTSS Materials Survey 2015
****See Attachment AA: Revised Year 5 Facilitators Tool Strategy Survey
*****See Attachment BB: Parent School Engagement Survey draft201 08 14 | 3 |

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	FY5 MTSS 2014-2015 Project's self-rating
B(4) Training	**Training outcome data are collected and analyzed to assess participant knowledge and skills.[5]** Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. • Description of how training outcome data were reported. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.	Several validated tools have been used to monitor the progress and outcome of MTSS (See B3). The data is reviewed by the leadership team with next steps being continuously developed. In YR4 the contracted trainers and MTSS Consultants worked together to minimize the tools being used to assess, progress monitor, and provide feedback to the schools for Multi-tiered Systems of Support (MTSS). The MTSS Essential Components Integrity Rubric* and accompanying Worksheet**, created and piloted by the schools in YR4, was also used in YR5. These tools continued to provide the necessary information to guide on-site training at the pilot schools as well as team training. The evidence component was added to the MTSS Integrity Rubric this past FY. The Montana MTSS Technical Assistance Milestones Draft was developed so support each school in professional development plans to achieve MTSS. Participants must have experience with either a behavioral or academic multi-tiered initiative. Data is collected from participants to provide feedback to the leadership team and lead trainers. The lead trainer, state project director, and Leadership team meet to discuss how the trainings can be improved. *See Attachment CC: MTSS Essential Components Integrity Rubric **See Attachment DD: MTSS Essential Components Integrity Worksheet ***See Attachment EE: Montana MTSS Technical Assistance Milestones Draft	3

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 MTSS 2014-2015 Project's self-rating
B(5) Training	**Trainers (the people who trained PD participants) are trained, coached, and observed.[5,xxiii]** Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). • Description of procedures to obtain participant feedback. • Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).	Each trainer participated in 3 full days (18 hours) of SWIS Suites training (December 2, 3, and 4, 2014). To better utilize the trainers time and expertise, the trainers were trained along with their pilot schools they serve. The consultant who provided the SWIS Suites training is a national SWIS trainer. Ongoing coaching support was provided by our national consultant to the trainers in the form of scheduled webinars (September 25, 2014; November 6, 2014; December 11, 2014; January 15, 2015; March 19, 2015; May 7, 2015); e-mails as needed; and conference calls as needed. The national consultant also met with the trainers in 4 face-to-face training sessions (3 day-long and 1 two-day) for the MTSS Consultants and Facilitators (August 25, 2014; October 1-2, 2014; February 25, 215; and March 31, 2015). *See Attachment U: September 29-30 Team Training Agenda **See Attachment V: February 26-27 Team Training Agenda ***See Attachment W: Project REAL MTSS April Agenda 2015	2
C(1) Coaching	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.[xxiv]** Required elements: • Identification of the lead person(s) responsible for coaching services. • Description of the role and responsibilities of the lead person(s) accountable for coaching services. • Description of how data were used to provide feedback to coaches and improve coaching strategies.	In development—this will be the focus of a future grant award. Coaching strategies and services are continually being identified as needs arise.	`1

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 MTSS 2014-2015 Project's self-rating
C(2) Coaching	**SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.** Required elements: • Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).[6] • Describe how SPDG coaches monitored implementation progress. • Describe how the data from the monitoring is used to provide feedback to implementers.	In development—this will be the focus of a future grant award. The current MBI and RtI Curriculums have coaching modules. However, these modules have not yet been braided to create the MTSS Coaching model.	1

D(1) Performance Assessment (Data-based Decision Making)	**Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).[10]** Required elements: • Provide a description of the role/responsibilities of the lead person and who this person is.	Each school Leadership Team is responsible for facilitating effective implementation of MTSS at their school. They are asked to identify an Internal Facilitator. Each pilot site had an identified Internal Facilitator. That individual's role is defined in the MTSS Application* and detailed as such: • Attend and monitor MTSS trainings with building level team • Support building school personnel to develop, implement, evaluate and sustain MTSS practices • Meet with participating School Leadership Teams to assess needs and identify goals for MTSS implementation. • Promote shared decision making but maintain the authority to initiate change (i.e., works closely with administrator and building team) • Work to align professional development, technical assistance and coaching to MTSS implementation goals. • Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities. • Serve as liaison between school building's staff and the Regional Consultant and MTSS Staff • Participate in networking opportunities with other internal facilitators, MTSS Regional Consultants and MTSS staff. • Collect and submit evaluation data (academic and behavior) for MTSS staff as requested. • Communicate with parents and parent organizations to increase parental understanding and foster parent engagement and partnerships. • Participate in the development of professional development materials and resources. • Fluent with the TIPS problem solving model There are two basic qualifications for this role: • Works in building with allocated time to coordinate MTSS implementation • Able to commit to 2 years of service	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	FY5 MTSS 2014-2015 Project's self-rating
		See Attachment Q: MTSS application (MTSS Internal Facilitator Job Description embedded)	
D(2) Performance Assessment	**Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).** Required elements: • Describe data systems that are in place for various education levels. • Describe how alignment or coherence is achieved between various data systems or sources of data. • Describe how multiple sources of information are used to guide improvement and demonstrate impact.[10]	Each school Leadership Team is responsible for facilitating effective implementation of MTSS at their school. Using our MTSS Essential Components Worksheet* and the accompanying MTSS Essential Components Integrity Rubric**, school teams track data collection and review along with other aspects of implementation. Implementation teams at the school level collect and analyze both academic and behavioral data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools share their academic and behavioral data with the state through submission of thrice-yearly academic benchmarking and behavioral SWIS data. The state evaluator continues to look for and report on data trends for the MTSS Initiative. This information is provided to participating schools. All data will be used to make decisions on effectiveness, needs for further refinement or changes to methods. *See Attachment CC: MTSS Essential Components Integrity Rubric **See Attachment DD: MTSS Essential Components Integrity Worksheet	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 MTSS 2014-2015 Project's self-rating
D(3) Performance Assessment	**Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).[10]** Required elements: • Describe the feedback loop for each level of the system the SPDG works with o Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. • Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).[10]	With guidance from the Internal Facilitator, implementation teams at the school level collect and analyze both academic and behavioral data on a regular basis. Using the Montana MTSS Technical Assistance Milestones draft* document to guide them, collected data is reviewed at their monthly leadership team meetings as well as scheduled staff meetings. Data collected at the school level is shared with the state SEA on a thrice-yearly schedule. Implementation teams use the TIPS** model for a problem-solving process related to making data-based decisions about student academic and behavioral performance. School teams are coached by an assigned MTSS Consultant on how to refine use of data in the decision-making process and how to share out the data to increase buy-in and sustainability. With the assistance of the MTSS Consultant, action plans are developed at the beginning of the academic year. These action plans are revisited at regularly scheduled implementation team meetings; utilized at the scheduled face-to-face team trainings sponsored by the SEA; and consulted during on-site visits by the assigned MTSS Consultant. Additional TA regarding school data is provided from the MTSS Consultant via e-mail and/or conference calls. *See Attachment EE: Montana MTSS Technical Assistance Milestones Draft **See Attachment FF: TIPS II Meeting Minutes Master	4

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 MTSS 2014-2015 Project's self-rating
D(4) Performance Assessment	**Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.**[10] Required elements: • Describe how benchmarks are created and shared. • Describe positive recognition processes for achievements. • Describe how data are used to "market" the initiative.	We currently use an Implementation Matrix* that lays out goals, elements to be addressed, trainings, and measures for each stage of implementation. We also use a yearly implementation rubric to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential component requirements (through survey and various other training tools), we discover what areas they will need to focus on for training and coaching support. Schools then formulate their next steps with their information in mind, and we formulate our trainings and coaching to be responsive to the schools' identified needs. During FY5, we trained in Implementation Stage 3 (see MTSS Essential Components Integrity Rubric draft*). *See Attachment CC: MTSS Essential Components Integrity Rubric	1

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities *(please note if you are attaching documents)*	FY5 MTSS 2014-2015 Project's self-rating
D(5) Performance Assessment	**Participants are instructed in how to provide data to the SPDG Project.** Required elements: ● Procedures described for data submission. ● Guidance provided to schools/districts.	At the start of each FY, participating school administrators and internal facilitators are provided a copy of the year's assessment guide. The assessment guide is a living document created by our external evaluator to ensure timely submission of the needed grant data. Contact information for the key SPDG personnel responsible for data collection is also shared at this time. The MTSS 2014-2015 Assessment Guide* was discussed in the Focus Group Webinar series held on September 23, 2014, in which administrators and internal facilitators were participants. It was also the topic of discussion in the Administrator webinar held on September 25, 2014. The document was also discussed with all participating pilot school participating team members at the face-to-face training held on September 29-30, 2014. The document's header identifies the key SPDG personnel responsible for data collection. The document is laid out in 4 columns and 4 sections. The columns identify the basics of what is being collected, why, and by when. The column headings are: Assessment; Who completes/administers and where it is sent; Purpose of the measure; Time frame for assessment (during grant year). The sections identify each of the specific data sets that will be collected under the broad categories of: Behavioral; Academic; and MTSS Process. The individual SPDG personnel responsible for the data sets sends out prompts and works with building administrators and internal facilitators to get the data submitted by the deadlines. The SPDG Coordinator works collaboratively with the OPI Data Analyst to ensure that all of the data is collected, aggregated, and sent to the external evaluator. Data sets that pertain to specific trainings, or are needed by the schools for continued improvement, are sent to the schools by the SPDG Coordinator. * See Attachment S: Project REAL MTSS Assessment Guide	4

| E(1) Facilitative Administrative Support/ Systems Intervention | **Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.**

Required elements:
• Role/job description of administrators relative to program implementation provided.
• Describe how the SPDG trains and supports administrators so that they may in turn support implementers. | Montana primarily uses a team training model due to the fact that some of our schools are very small and have few personnel. A team training model also helps increase buy-in for the necessary change needed in a school improvement model such as MTSS.
However, we do have specific training that is designed to inform and encourage the building administrators and their chosen internal facilitator in implementing MTSS in their buildings.
An MTSS Consultant is assigned to each of the pilot schools. The MTSS Consultant sets a meeting with the administrator and internal facilitator at the start of the FY. The MTSS Consultant discusses the MTSS Essential Components Integrity Rubric* and the MTSS Essential Components Integrity Worksheet** at this meeting. The trio will typically fill out the worksheet and begin to plan initial next steps that involve the MTSS Consultant and/or designate those that will go to the building MTSS Leadership Team.
The internal facilitators are provided additional support and coaching through designated hour-long webinars. These webinars were held on: September 23, 2014; November 4, 2014; December 9, 2014; January 13, 2015; March 17, 2015; and May 5, 2015.
Building administrators are also provided additional support and coaching through designated hour-long webinars: September 25, 2014; November 6, 2014; December 11, 2014; January 15, 2015; March 19, 2015; and May 7, 2015.
Administrators also attend all of the team face-to-face training that is provided. The 6 days of team training were held on: September 29-30, 2014; February 26-27, 2015; and April 1-2, 2015.
Both administrators and internal facilitators receive TA as needed from their assigned MTSS Consultant and other SPDG personnel via phone and e-mail.
Administrators and internal facilitators lead their team MTSS meetings were student behavioral and academic data are shared, analyzed, discussed, and decisions are made in relation to student achievement. They typically host these meetings monthly but may have shorter meetings more frequently if the need is present.

*See Attachment CC: MTSS Essential Components Integrity Rubric
**See Attachment DD: MTSS Essential Components Integrity Worksheet | 4 |
| | | | |

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project description of related activities **(please note if you are attaching documents)**	FY5 MTSS 2014-2015 Project's self-rating
E(2) Facilitative Administrative Support/ Systems Intervention	**Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation** Required elements: ● Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers). ● Describe processes for revising policies and procedures and making other necessary changes.	Leadership teams are trained in how to use the TIPS data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize academic and behavioral data to monitor student progress toward benchmark goals. Grade level data meetings are held on a regular basis to discuss student progress toward goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times).	3

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 36-39).

[1] http://learningforward.org/standards/resources#.U1Es3rHD888 .

[1] Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

[1] Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences,* 8, 143-148.

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 39-43).

[1] http://learningforward.org/standards/learning-designs#.U1GVhbHD888 .

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 47-55).

[1] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 44-47).

[9] http://learningforward.org/standards/data#.U2FGp_ldWYk .

[10] http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf (pp. 15-16).

[xvii] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 36-39).

[xviii] http://learningforward.org/standards/resources#.U1Es3rHD888 .

[xix] Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

[xx] Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences, 8*

[xxi] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 39-43).

[xxii] http://learningforward.org/standards/learning-designs#.U1GVhbHD888 .

[xxiii] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 47-55).

[xxiv] http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf (pp. 44-47).

[9] http://learningforward.org/standards/data#.U2FGp_ldWYk .

Attachment Q: MTSS 2013-2014 Application

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**MTSS 2013-2014
LEA Application**

The Montana Office of Public Instruction is accepting applications for Project REAL Multi-Tiered System of Supports (MTSS), a system of prevention, early intervention, and support that ensures all students, including both struggling and advanced learners, are achieving to high academic and behavioral standards. In a Multi-tiered System of Supports, individual student progress is monitored and results are used to make decision about further instruction and intervention.

Benefits of Participation:
- Professional development led by state, local and nationally recognized presenters on:
    - Best practice on a continuum of academic and behavior interventions
    - Problem solving strategies
    - Data decision processes
    - Data application and analysis
- Resource materials to supplement the training and to support implementation of the MTSS process
- MTSS State Consultant implementation support (minimum of 2 visits per school year)
- Opportunity to network, problem solve, and share effective strategies with other MTSS teams throughout the state
- Recognition as an MTSS School
- Collaboration with OPI personnel and facilitators through training and on-site visits (minimum of 2 visits during the school year) to help guide MTSS implementation, assist with problem solving, and provide ongoing professional development;

Associated Costs
- *School District will be reimbursed for up to six members* of your MTSS team to and from state Summer Leadership MBI Conference 2013 and 2014 (including meals -unless you are in the host district, 2 cars, and for schools traveling more than 60 miles one-way, 3 hotel rooms)

Requirements for Participation
- Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
- Establish a regular MTSS Team meeting schedule (minimum 2x per month).
- Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
- Align beliefs and practices in MTSS implementation efforts.
- Agree to adhere to specified project timelines
- Implement evidence based practices associated with MTSS model (core reading/literacy, math instruction, positive behavior support) with fidelity.
- Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.

- Collect and submit data SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
- Attend all trainings and project events. Principal attendance is mandatory at all trainings (see Training Schedule, appendix C).
- Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports guide professional development decisions.
- Promote community and family awareness and participation MTSS implementation

This document is a required component for the MTSS application process.
It must be completed and submitted with the application materials.

Developing a model of MTSS implementation must be a priority of the school. It must be viewed as a process to operationalize and sustain school improvement efforts as they relate to creating a positive school climate and improve academic achievement for all students. Full commitment of the Principal and District Superintendent is required.

_____

(*print full name of School above*)

agrees to the following commitments and participation requirements:

12. Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
13. Establish a regular MTSS Team meeting schedule (minimum 2x per month).
14. Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
15. Align beliefs and practices in MTSS with implementation efforts.
16. Agree to adhere to specified project timelines
17. Implement evidence based practices associated with MTSS model (reading/literacy, math instruction, positive behavior support) with fidelity.
18. Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.
19. Collect and submit data using SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
20. Attend all trainings and project events. Administrator attendance is mandatory at all trainings (see Training Schedule, appendix C).
21. Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports and toguide professional development decisions.
22. Promote community and family awareness and participation in MTSS implementation

We understand that we are committing to the above requirements, including the obligations outlined in the Internal Facilitator Job Description, Data Collection and Submission Schedule, Annual Training Schedule.

Print Name	Signature	Date

Principal

_____

Superintendent

Enter projected enrollment for the grade levels which will be targeted for MTSS implementation during the 2013-2014 school year:

Grade Level	Number Students	Number Teachers/Classrooms

What is the universal screening measure used for Benchmark assessments (AIM's web *or* DIBELS) for the grade levels identified above ? _____

MTSS Leadership Team
Team membership must remain the same throughout the school year.

Building: _____   District Name & Number: _____

Principal _____

Phone: _____

E-mail _____

Team Members

Name	*Position*	*E-mail Address*
_____	_____	_____

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Internal

Facilitator:

Attachment R: Project REAL MTSS 2014-2015 Training Plan

Project REAL MTSS 2014-15 Training Plan
- September Site Visits (done by MTSS Consultants)
- February Site Visits (done by MTSS Consultants)
- 6 days Training for MTSS Teams and Facilitators (face to face)
- 6 days Focus Group Meetings (on line)
- 6 one-hour Administrative Webinars (on line)

Date	Who Attends	Focus
Aug 25	MTSS Consultants	FY '15 Review of materials and Site Visit Plans
September (Dates TBD By MTSS Consultants per site)	*One day on-site per team* Administrator MTSS Facilitator MTSS Consultant	Site Visits: One day site visit by project staff/consultant - Data audit - MTSS Essential Components Integrity Rubric - Curriculum inventory - Gap analysis - Draft Professional Development Plan
Sept 29-30	Training for Cohorts MTSS Teams, MTSS Consultants MTSS Trainers	Day 1: Teaming Emphasis - Site Visit review - Complete Milestones and professional development plan - MTSS Consultant Meetings (formally scheduled throughout the day) Day 2: Classroom Problem Solving
Jan/Feb (Dates TBD By MTSS Consultants per site)	*One day on-site per team* Administrator MTSS Facilitator MTSS Consultants	Site Visits: One day site visit per school - ISSET - ISSET Report - MTSS Essential Components Integrity Rubric - Celebration Artifacts and MBI Presentations

Feb. 26-27	Training for Cohorts MTSS Teams, MTSS Consultants MTSS Trainers	Day 1: TBA Day 2: TBA
April 1-2	Training for Cohorts MTSS Teams, MTSS Consultants MTSS Trainers	Day 1: Mini-Conference with one hour sessions provided by all schools with support from MTSS Consultants and MTSS Facilitators (from selected professional development November-February) All MTSS Topics included Day 2: TBA (or Mini-Conference continued?)
Focus Groups Sept 23 Nov. 4 Dec. 9 Jan 13 March 17 May 5	*see Focus Group Topic Calendar	

Administrator	Webinars	Topics
Sept 25	Administrator Webinar	Training Plan for MTSS Update
Nov 6	Administrator Webinar	Universal Screening for MTSS
Dec 11	Administrator Webinar	Goal Setting and Checking Implementation Fidelity

Jan 15	Administrator Webinar	Tier 2 and Tier 3 MTSS Supports
Mar 19	Administrator Webinar	Professional Development Plans for 2016
May 7	Administrative Webinar	Summer Leadership (MBI) Schedule and Offerings

Attachment S: Project REAL MTSS Assessment Guide

Project REAL MTSS Assessment Guide
*All data will be sent SPDG Evaluator by staff assigned to collect and aggregate the data
Roles for Fall 2014:
SPDG Coordinator: Annette Young
RtI Coordinator Role: Susan Bailey-Anderson/Paula Schultz
OPI Data Analyst: Anne Rainey
SPDG Evaluator: Margaret Beebe-Frankenberger
Select Individuals with access to PBIS Evaluation: Margaret Beebe-Frankenberger and
Marla Dewhirst

Assessment	Who completes/administers and where it is sent?	Purpose of Measure	Time Frame for Assessment (during Grant Years)
Behavioral			
Behavioral Screener (SSBD)	Classroom Teachers complete Gate 1 and Gate 2 Data sent to Annette Young - Number screened - Number passing gate 2 - Number receiving tier 2/3 interventions: First quarter and end of year (2x per year) SPDG Coordinator will aggregate data for grant	Identify students in need of Tier 2/Tier 3 social/behavioral supports at the building level Building problem solving team uses info to place students in Tier 2 and 3 interventions proactively	Cohort 1/October (after students are in school for 30 days) Cohort 2/January 2014 Prompts: Mid-September Mid-October SPDG Coordinator will send out prompts
Benchmarks of Quality (BOQ)	Building MTSS Leadership Team completes and enters data into *https://www.**pbisapps**.org* Select individuals with access to PBIS Evaluations will aggregate data for grant	Self-evaluate successes and areas for improvement for full implementation of MBI / PBIS Universals Building MTSS Leadership Team uses for action planning for Tier 1 fidelity	May *Cohort 2 schools will not all have BOQ's since they started after May, 2013. They will do their first BoQ May 2014

			Prompts: Mid-March Mid-April SPDG Coordinator will send out prompts
Benchmarks for Advanced Tiers (BAT)	Building MTSS Leadership Team completes MTSS Consultant puts into *https://www.pbisapps.org* Select individuals with access to PBIS Evaluations will aggregate data for grant	Self-assess implementation status of Tier 2 and 3 targeted behavior support systems. Building MTSS Leadership Team uses for action planning Tier 2/3 Intervention fidelity	January /Cohort 1 Feb/Cohort 2 Prompts: Mid-January Mid-February SPDG Coordinator will send out prompts
School Evaluation Tool (SET)	External Evaluation (arranged by MTSS Consultant) MTSS Consultant puts into *https://www.pbisapps.org* Select individuals with access to PBIS Evaluations will aggregate data for grant	External evaluation of success and areas for improvement for full implementation of MBI / PBIS Universals Building MTSS Leadership Team uses for action planning for Tier 1 fidelity	February (no later than 2/28) Prompts: Mid-January Mid-February SPDG Coordinator will send out prompts
Individual Student Systems Evaluation Tool (ISSET)	External Evaluation (arrange with MTSS Consultant) MTSS Consultants send results to select individuals with access to PBIS Evaluations for aggregation *The assessment can be put *https://www.pbisapps.org* in the near future.	External evaluation of successes and areas for improvement for full implementation of tier 2 and 3 intervention supports. Building MTSS Leadership Team staff involved with tier 2/3 uses for action planning for Tier 2/3 intervention fidelity	MTSS Consultants will send out prompts

My Voice Survey – or some similar school climate survey	Schools complete and information is aggregated and report available for school. SPGD Coordinator forwards reports to the SPDG Evaluator for grant	Evaluates student and parent/family/community perception of school climate MTSS Leadership Team uses for action planning	November Prompts: Mid-October Mid-November SPDG Coordinator will send out prompts
Family Engagement Survey	Leadership Team Completes SPDG Coordinator will aggregate data for the grant	Self-evaluates extent of family engagement in school processes MTSS Leadership Team uses for action planning	October-November Prompts: Mid-October Mid-November SPDG Coordinator will send out prompts
Parent School Engagement Survey	Schools make the survey available on-line to the Parents. OPI Data Analyst aggregates data for grant	Provide feedback from the parents on the items the schools are working on from the Family Engagement Survey	Early March SPDG Coordinator will send out prompts
School Wide Information System (SWIS)	Designated person in schools inputs pertinent data. (For evaluation, Average Referrals per month with national average) *https://www.**pbisapps**.org* SWIS Suites Select individuals with access to PBIS Evaluations will aggregates data for grant	Ongoing data collection for ODRs, etc. as indicator of successes of behavioral supports MTSS Leadership Team uses for action planning and student outcome evaluation	Will acquire SWIS Data through 3/15/14 for grant evaluation MTSS Consultants will follow SWIS Data and provide prompt for use of the data and completion of the data
Attendance	The SPDG Coordinator aggregates data for grant	Ongoing data collection of attendance as	will acquire through state

(by grade and whole school)		indicator of successes of MBI/PBIS supports – used for action planning and student outcome evaluation	data base in Mid-March
SAS Self-Assessment Survey	All Staff complete the survey on-line at: *https://www.pbisapps.org* The scores are aggregated in the system and school pulls their report for action planning Select individuals with access to PBIS Evaluations aggregates data for grant	Self-assess processes for behavioral supports across all tiers – used for action planning and outcome measures	May *Cohort 2 schools will not all have SAS Surveys since they started after May, 2013. They will do their first SAS May 2014 Prompts: Mid-April Early May SPDG Coordinator will send out prompts
Academic			
Reading Benchmarks (F, W, S) – FLUENCY + others (e.g. Comprehension)	Teachers/as arranged at school for students RtI Coordinator and OPI Data Analyst aggregate data for grant	Evaluate each student for grade level reading proficiency – data used to identify students in need of extra reading supports.	September, January, May
MAPs Testing – Reading	Teachers/as arranged at school for all students RtI Coordinator and OPI Data Analyst aggregate data for grant	Evaluate each student for grade level reading and math proficiency – data used to identify students in need of extra math and/or reading supports.	September, January, May
RTI Evaluation Survey	Leadership Team RtI Coordinator aggregates data for grant	Self-assessment of successes and areas for improvement/growth toward the implementation of RTI – used for action planning	February (no later than 2/28) Prompts sent by SPDG Grant Coordinator

			Mid-January Mid-February
MTSS Process			
MTSS Essential Components Integrity Rubric	Principal and Leadership Team representatives with MTSS Consultant interview OPI Data Analyst aggregates data for grant	Professional development planning tool for building use	Fall - Annually
Administrators Survey – MTSS Implementation	Principal OPI Data Analyst aggregates data for grant	Self-assessment by administrators of their prowess with MTSS	Last week of February – by 2/28
MTSS Facilitators Self Evaluation – MTSS process	MTSS Facilitators OPI Data Analyst aggregates data for grant	Self-assessment of facilitator skill and implementation of MTSS	Last week of February
MTSS Facilitator Implementation Checklist	Leadership Team (excluding Facilitators) OPI Data Analyst aggregates data for grant	Evaluation of facilitator skills and implementation of MTSS	February (no later than 2/28)
MTSS Facilitator Survey – Materials and Resources	MTSS Facilitators OPI Data Analyst aggregates data for grant	Self-assessment of materials and resources utilized by facilitator	Last week of February – by 2/28
Consultant/Facilitator Survey – Technology Based Strategies	MTSS Consultants MTSS Facilitators OPI Data Analyst aggregates data for grant	Self-assessment of technology based strategies utilized	Last week of February – by 2/28
**School Staff Survey – use of tech-based supports for MTSS implementation	School Staff will aggregate data for grant	Self-assessment of efficacy/usefulness of technology-based strategies and tools	February (no later than 2/28)

*Data Audit tool removed as an Evaluation Tool – used as a planning tool for initial implementation

*Mont CAS Crt Testing for Reading and Math Removed as it is being replaced with Smarter Balance – no data available in 2014

**This is not a feasible assessment – looking at the value and possible changes in this assessment

<u>Attachment T: Montana OPI MTSS Regional Consultant Job Description</u>

Montana OPI MTSS Regional Consultant Job Description

Job Title: MTSS Regional Consultant

Job Description: The MTSS Regional Consultant supports local districts/schools in the implementation of Multi-Tiered System of Supports (MTSS). The goal of the Regional Consultant is to build internal capacity within the district/building to implement and sustain MTSS practices. The Regional Consultant, in collaboration MTSS staff, works with Internal Facilitators in buildings/districts and their leadership teams through the provision of professional development, technical assistance and coaching.

Essential Job Functions: In collaboration with MTSS staff, the Regional Consultant will:

- Establish and maintain contact/communication with assigned schools' site facilitators
- Train and support internal facilitators and local school personnel to develop, implement, evaluate and sustain MTSS practices by providing evidence based professional development, technical assistance, and coaching strategies.
- Support MTSS implementation in local districts/schools by providing evidence-based professional development trainings and facilitating networking meetings.
- Meet with District and/or School Leadership Teams of participating districts to assess needs and identify goals for MTSS implementation.
- Align professional development, technical assistance and coaching to participating districts' MTSS implementation goals.
- Coordinate assigned sites' participation in MTSS data collection tools.
- Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities/plan.
- Serve as liaison between MTSS Staff and internal facilitators in local schools.
- Support internal facilitator in the collection of evaluation data for MTSS staff. Provide reports as agreed upon with the MTSS staff.
- Participate in broader area trainings as agreed upon with MTSS staff.
- Collaborate with internal facilitators to provide training and support to parent organizations in order to foster parent engagement and partnerships.
- Participate in the development of professional development materials and resources. Participate in networking opportunities with other internal facilitators, regional consultants and MTSS staff.
- Communicate effectively using a variety of technology tools and techniques
- Accept other duties related to the scope of the job as assigned by the MTSS staff. These duties could include but are not limited to attending CSPD council meetings in their region; meeting with other MTSS regional consultants, presenting sessions on MTSS topics at state and national conferences; assisting in the development of a yearly state MTSS action plan; coaching, supervising, and by ensuring that information is communicated promptly, prompting and assisting facilitators,

planning and providing state and regional training for facilitators, and helping facilitators problem solve issues that arise.

Qualifications: Regional Consultants will exhibit knowledge of research related to MTSS and the practices and processes of the Montana MTSS model. The regional consultant will

- Support and respect the Montana MTSS process and philosophy.
- Maintain the confidentiality of school and student records and observe professional lines of communication with individuals inside and outside the school system.
- Observe and respect professional boundaries when sharing information about the MTSS process at individual sites.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.
- Understand and apply strategies to align professional development practices to support the implementation of MTSS plan.
- Understand the role of parents as partners in the MTSS process and learn strategies to engage parents as leaders and involve them in the process.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.

In addition, the regional consultant will demonstrate skills in the following areas.

Coaching:

- Understand the role of a coach as building capacity to improve student outcomes.
- Provide coaching to school teams by modeling, practice and guided feedback.
- Utilize active listening skills, open- and closed-ended questioning, paraphrasing and clarifying statements when coaching.
- Utilize coaching tools to manage time, prioritize tasks and follow through on activities and communication.
- Learn strategies to self-reflect and incorporate feedback into coaching skills.
- Learn strategies and tools to facilitate communication with leadership teams, staff, parents, and the community.
- Use the problem solving process to address coaching challenges and barriers to implementation.

Leadership and Commitment Building:

- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.

Effective Teaming:

- Understand the stages of team development and how to facilitate moving a team through a change process.
- Understand, apply, and facilitate the steps in the problem solving process at each tier.
- Understand the critical components of effective teams and facilitate effective team meetings.
- Understand roles and responsibilities of district and building leadership teams to oversee allschool improvement activities, including evaluation and strengthening of Tier 1 curricula, instruction, and environment.
- Understand roles and responsibilities of grade level teams, along with support staff, to strengthen Tier 1 and build Tier 2 and Tier 3 supports.
- Understand roles and responsibilities of individual problem solving teams.

Data Based Decision-Making:

- Understand the four purposes of assessment and identify evidence based tools for each purpose.
- Understand and identify evidence based screening tools, both to evaluate the Tier 1/core curricula and instruction and to identify at risk students through the use of cut scores.
- Understand and identify evidence based progress monitoring tools, including their use in setting appropriate goals, and the establishment and use of standard rules for making decisions about students' response to interventions.
- Understand the use of evidence based tools to evaluate Tiers 1 as well as Tier 2 and Tier 3 supports.
- Understand and apply concepts and principles of data based decision making across the tiers.

Curricula, Interventions, and Instruction:

- Understand evidence based curricula and interventions and assist in the selection of curricula and interventions that will reach the most students based on district demographics (areas of literacy, math, behavior/social emotional learning).
- In the area of literacy, understand the Language/Literacy Continuum and how to select the most effective curricula and interventions, matched to student needs.
- In the area of instruction, understand best practices of effective instruction and matching instruction based on district demographics and student needs.
- In the area of social emotional behavior, understand best practices of effective intervention, and the use of function based support based on applied behavior analysis.

- Understand the importance of high treatment integrity and assist in developing an effective treatment integrity process.

Attachment U: September 29-30 Team Training Agenda

Agenda
Project REAL MTSS Team Training
Cohorts 1 and 2 (both days)
September 29-30, 2014
Bozeman, MT

September 29, 2014 <u>Team Workday with MTSS Updates, Collaboration and Support: Jumpstart 2014-15!</u>

8:30-8:45   Welcome

8:45-9:30   Team Time with MTSS Consultant and Trainer Supports
- Teams Review Site Visit reports
- Review Current Action Plan
- Develop Professional Development Plan for MTSS for FY15

9:30-10:15   Project REAL MTSS Document Review
- Stages of Implementation and Training
- Assessment Guide
- Training Plan
- MTSS Monthly Planning Checklist

10:15-10:30   Breaks

10:30-11:30   Team Time
- Update Action Plan
- Continue working on Professional Development Plan using info from document review

11:30-12:30   Lunch on own

12:30-1:15   Break Out Sessions led by MTSS Consultants, Trainers, and School Staff
- My Voice
- Family/ Community Engagement

- SSBD
- Check in/Check Out
- Check and Connect
- SMARTER Balance Assessment
- Montana Early Learning Standards
- MBI Assessments
- Diagnostic Assessments, Pathways, and Curriculum

*Participants will have notecard to write at least two things to consider for action planning.

1:15-2:00   Team Time for Reports and Action Planning

2:00-2:45   Break Outs by Professional Area:
              Administrators
              Counselors and School Psychologists
              Early Childhood Teachers
              Primary Grade Teachers
              Intermediate Grade Teacher
              Secondary Grade Teachers
              Specialists: Reading, Math, Behavior

Discussion on the following:
- How has your role been impacted by MTSS implementation?
- Share something you have learned that has changed your school for the positive.
- Discuss how you will make those changes sustainable.
- What are some challenges in MTSS Implementation?
- Discuss possible solutions to the challenges.

2:45-3:30   Team Time and Action Planning

September 30, 2014 Classroom Problem Solving
Presenters:
Chris Hughes, Assistant Director/Mental Health Administrator
Bitterroot Valley Education Cooperative and
Greg Machek, PhD

Associate Professor and Director
School Psychology Graduate Training

Description: Classroom Problem Solving is a professional learning community approach involving the classroom teacher, classroom problem-solving team and the Tier II team representatives to support students who do not respond to Tier I universals. Teachers support teachers using a defined problem-solving process focused on adaptations to the classroom environment. Classroom Problem-Solving Teams are grade-level teams, learning teams or departmental teams that meet to discuss curriculum and student behavior.

Time	Activity
8:30-8:45	Welcome, "Housekeeping," and Schedule Review
8:45- 10:00	Readiness and Big Ideas of Tier 2
10:00-10:15	Break
10:15-11:30	Data and Identifying students for early Tier 2 interventions
11:30-12:45	Lunch—On Your Own
12:45-1:30	Classroom Problem Solving - Teams and systems
1:30-1:45	Break
1:45-3:00	Classroom Problem Solving – Function based support

Attachment V: February 26-27 Team Training Agenda

Agenda
Project REAL MTSS Team Training
Cohorts 1 and 2 (both days)
February 26-27, 2015
Holiday Inn
Bozeman, MT

February 26, 2015
9:30-4:00
Title: <u>Utilizing Diagnostic Assessment at all 3 Tiers for Reading, Math and Behavior</u>
Presenter: Wayne Callender

Wayne Callender is an author and national RTI Consultant who has worked at the State, district and building levels improving educational outcomes. Wayne currently trains and advises educators across the country in the implementation of systems for school improvement, both on-site and through nationwide seminars. In addition to being featured as keynote speaker at over a dozen state and national conferences, Wayne has authored numerous articles, chapters and training books on the implementation of a School-Wide Approach to RTI and improved instructional practices.

*We will start promptly at 9:30 with Wayne Callender. One hour will be given for lunch on your own, with the program starting promptly after the lunch hour. Team time has been incorporated into the training day.

February 27, 2015
8:30-2:00 Workshops *1 hour for lunch on own
2:00-3:30 Team completion of Benchmarks of Advanced Tiers (BAT) with MTSS Consultant Support

Workshops are designed to support various roles of the MTSS Leadership Team. The presenters will use materials and activities to move participants from knowledge to application and fluency. Please note the suggested audience for each session.

Title: Classroom Check-up and Motivational Interviewing
Presenters: Lori Newcomer and Paula Schultz
Audience: School Counselors, School Psychologists, Administrators, Instructional Coaches, MTSS Facilitators
Description: As schools expand support to include advanced tiers, it is critically important that a focus and sustained effort continues at the Tier 1 level. In this workshop, participants will learn

and practice effective consultation and motivational strategies to increase the likelihood that effective behavior management strategies at the classroom level will be implemented and maintained.   Handouts will be available electronically, and an accompanying text will be provided for each MTSS team. Forms needed for completing activities will be provided.

Revisiting the GREAT 8 Instructional Strategies
Presenters: Denise DesJarlais and Shawna Radar Kelly
Audience: Team Members, Classroom Teachers, Teacher Mentors
Description: Review of the "Great 8" essential evidence-based researched Effective Classroom Practices. These strategies are part of the universal positive behavior system, "to ensure the implementation of best practice interventions and supports." The Effective Classroom Practices are the first interventions to implement with students struggling with behavior and/or academics. *An effective teacher creates an inviting classroom environment and works at being intentionally inviting.* (Wong & Wong, 2009). Schools focus intentionally on these practices to build the classroom system. Building the classroom system will help students to be successful and reduce the number of students who require more intensive support. Participants bring a laptop to access documents used for activities and great ideas from your classrooms to network with other schools.

SWIS Suites: Building Fluency at all 3 Tiers - School wide, CICO and Individual Student Information Systems ISIS/ SWIS
Presenter: Marla Dewhirst, Shelia Lavato.
Audience: Data Analyst, Tier 2 and 3 Problem Solving Team Leaders, SWIS users
Description: In this workshop, participants will learn and practice drill down in their SWIS data to create school wide and individual precise problem statements and build corresponding interventions. CICO SWIS and ISIS SWIS will also be presented and practiced.
Participants please bring a laptop and your log in information to your SWIS accounts. We will be working with your own data. If you have a smart phone to pair for internet that would be great – as sometimes the internet connections are not strong. Materials will be electronic. Hard copy of handouts for practice will be provided.

2:00 Team Time
Benchmarks of Advance Tiers
*please be sure to have your school code to access PBISApps.org web site.

<u>Attachment W: Project REAL MTSS April Agenda 2015</u>

Agenda
Project REAL MTSS Team Training
Cohorts 1 and 2
April 1-2, 2015
Holiday Inn, Bozeman, MT

<u>April 1</u>
8:30-11:30 **School Mental Health Integration**
Goal: Raise awareness of Tier 3 Mental Health Supports
Objectives:

- Review School Mental Health Survey: Tier 2 Focus
- Use data to inform the tier 3 interventions
- Establish role and training standards for counselors and social workers in schools
- Consider how rural schools can plan and utilize for Mental Health Supports
- Collaborate on Tier 3 Mental Health supports for students that are not CSCT eligible
- Plan Integration with CSCT when students are eligible

11:30-12:45 Lunch on own

12:45-1:30
Team Meeting Foundations and Problem Solving Update
Goal: Revisit basic systems for team foundations and problem solving
Objectives:

- Review TIPS Model
- Gain access to TIPS updates to share with school faculty/district supports

1:30-3:30 **Team Time to Process Mental Health Supports for Tier 2 and Tier 3 students**
Goal: Establish school plan for sustainability
*Use the MTSS Essential Components Integrity Rubric and MTSS action plan

<u>April 2</u>
8:30-10 Breakouts: (Choice of 2 Presentations)
Motivational Interviewing
        Goal: To complete the Classroom Check-up Training
Perfecting Pathways
        Goal: Follow up with academic pathways for three tiers of support in MTSS

10-11:30 – Benchmarks of Quality (BoQ) and Montana Response to Intervention (RtI) Survey Completion

11:30-12:30 Lunch on own

12:30-2:45
Sustainability – team planning for continuation and success
Goal: Establish school plan for sustainability
Use the MTSS Essential Components Integrity Rubric and the MTSS action plan

2:45-3:00
Report out and wrap up
*Teams will turn in copy of their MTSS Action Plan

Attachment X: SWIS 5.0 Referral Form Examples

Example A (Comprehensive)

SWIS Office Discipline Referral Form			
Student _____ Grade ____ Staff _____ Date _____ Time _____			

Location

☐ Classroom ☐ Cafeteria Restroom ☐A ☐B ☐C ☐ Library

Hallway ☐ East ☐ West ☐ Bus ☐ Loading Zone ☐Common areas ☐ Special Event/Field Trip

☐ Playground ☐ Gym ☐Other: _____

Problem Behaviors Circle the most intrusive. Check one to three secondary behaviors if applicable.

MINOR	**MAJOR**		
☐ Defiance/ disrespect/ non-compliance	☐ Defiance/ insubordination/ non-compliance	☐ Bullying	☐ Tobacco
		☐ Fighting	☐ Drugs
☐ Disruption	☐ Disrespect	☐ Inappropriate location/ out of bounds area	Weapons
☐ Physical contact	☐ Physical aggression		☐Knife : < 6"
☐ Tardy	☐ Disruption	☐ Truancy	☐Knife : > 6"
☐ Inappropriate lang.	☐ Abusive lang./ inappr. lang./ profanity	☐ Forgery/ theft/ plagiarism	☐ gun ☐ other: _____
☐ Property misuse			
☐ Dress code	☐ Tardy	☐ Technology violation	
☐ Technology	☐ Skipping	☐ Property damage	☐ Gang Display
☐ Other: _____	Harassment	☐ Lying/ cheating	☐ Bomb threat/ false alarm
	☐ disability ☐ race	☐ Dress code	
	☐ ethnicity ☐ religion	☐ Inappropriate display of affection	☐Arson
	☐ gender ☐ sexual		
	☐ physical ☐ other	☐ Other: _____	

Perceived Motivation

☐ Obtain Peer Attention ☐ Obtain Items/ activities ☐ Obtain Adult Attention ☐ Other

☐ Avoid Peer Attention ☐ Avoid Tasks/ activities ☐ Avoid Adult Attention ☐ Unknown

Others involved:

☐ No One ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown ☐Other: _____

Restraint/ Seclusion: ☐ None ☐ Restraint ☐ Seclusion ☐ Restraint & Seclusion

Action(s) Taken Circle the most severe. Check one to three secondary behaviors, if applicable.

☐ Time out/ detention ☐ Out-of-sch. Susp. ____days ☐ Additional attendance ☐ Expulsion ____days

☐ Confer. w/ student	☐ Parent contact	☐ Bus suspension	☐ Alternative Placement
☐ In-sch. susp. _____ days	☐ Time in office	☐ Restitution	☐ Action Pending
☐ Loss of privileges	☐ Individual instruction	☐ Community service	☐ Other: _____

Notes

Example B (Simple)
Office Referral Form

| Name: _____ ___

 Date: _____ Time: _____

 Teacher: _____ _

 Grade: K   1   2   3   4   5
 Referring Staff:
 _____ | **Location**
 ☐ Classroom
     ☐ Hallway
 ☐ Playground
     ☐ Cafeteria
 ☐ Bathroom
     ☐ Library
 ☐ Other
 _____ _ |

Minor Problem Behavior	**Major Problem Behavior**	**Perceived Motivation**

☐ Defiance
 ☐ Disrespect
 ☐ Physical Contact
 ☐ Tardy
 ☐ Inappropriate Language
 ☐ Property Misues
 ☐ Dress Code
 ☐ Electronic Violation
 ☐ Other
     _____
	☐ Defiance
	 ☐ Disrespect
	 ☐ Abusive Language
	 ☐ Harassment
	 ☐ Fighting
	 ☐ Electronic Violation
	 ☐ Property Damage
	 ☐ Lying/ Cheating
	 ☐ Dress Code
	 ☐ Inappropriate Display of Affection
	 ☐ Other
	     _____
		Get:
		 ☐ Peer Attention
		 ☐ Adult Attention
		 ☐ Item/Activity
		 Avoid
		 ☐ Peer Attention
		 ☐ Adult Attention
		 ☐ Item/Activity

Action Taken	

☐ Time Out/Detention
 ☐ Conference with Student
 ☐ Loss of Privileges
 ☐ Parent Contact
 ☐ Individualized Instruction
	☐ In-School Suspension
	     (_____hours/days)
	 ☐ Out-of-School Suspension
	     (_____hours/days)
	 ☐ Action Pending
	 ☐ Other
	 _____

Others involved in incident: ☐ None   ☐ Teacher   ☐ Substitute ☐ Unknown

☐ Peers   ☐ Staff   ☐ Other

_____

Other Comments:

_____

_____

☐ I need to talk to the students' teacher   ☐ I need to talk to the administrator

Parent Signature: _____

Date:_____

Example C (Simple with Follow-up)
Major Office Discipline Referral Form

Name: _____ **Grade:** _____ **Date:** _____

Referring Staff: _____ **Time of incident:** _____

Others involved: ☐ No One ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown

Check 1-2 behaviors as applicable. Circle the primary behavior.

Major Problem Behavior:	**Location:**	**Perceived Motivation**
☐ Defiance/Disrespect	☐ Classrooms	☐ Attention from peers
☐ Physical Aggression	☐ Hall	☐ Attention from adults
☐ Disruption	☐ Playground	☐ Obtain item/activity
☐ Abusive Language	☐ Cafeteria	☐ Avoid peers
☐ Tardy	☐ Bathroom	☐ Avoid adults
☐ Harassment	☐ Bus Loading Zone	☐ Avoid work/activity
☐ Fighting	☐ Commons	☐ *Don't know*
		Other:
☐ Electronic Violation	☐ *Don't know*	☐ _____
	Other:	
☐ Dress Code	☐ _____	
Other:		
☐ _____		

*Please avoid using "don't know" or "other" whenever possible. Thanks. ~PBIS Team

Action(s) Taken:

☐ Time Out/Detention   ☐ Conference w/ student   ☐ In-School Susp. _____ days
Loss of Privilege(s):

☐ _____   ☐ Out-of-School Susp. _____ days
Other:

☐ Parent Contact   ☐ _____

What happened?   _____

_____

===

Follow up Agreement

Name: _____ **Date:** _____

1. What rule(s) did you break? (Circle)   ☐ **Be Safe**   ☐ **Be Respectful**   ☐ **Be Responsible**
2. What will you do differently next time? (Continue on back as needed)

Student Signature: _____   **Adult Signature:** _____

Attachment Y: Facilitator MTSS Implementation Checklist 2014

<div align="center">

Facilitator MTSS Implementation Checklist

</div>

Rate each item first on your level of confidence of understanding and second on your level of proficiency.

<div align="center">

1 being low, 5 being high

</div>

23. Establishing a building leadership team for MTSS (includes principal and representative staff) to coordinate and manage implementation at school level
    Level of confidence   (low) 1   2   3   4   5 (high)
    Level of proficiency   (low) 1   2   3   4   5 (high)

24. Establishing a regular MTSS Team meeting schedule
    Level of confidence   (low) 1   2   3   4   5 (high)
    Level of proficiency   (low) 1   2   3   4   5 (high)

25. Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions with participation of the teachers that collect the data and implement the academic and behavioral supports.
    Level of confidence   (low) 1   2   3   4   5 (high)
    Level of proficiency   (low) 1   2   3   4   5 (high)

26. Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
    Level of confidence   (low) 1   2   3   4   5 (high)
    Level of proficiency   (low) 1   2   3   4   5 (high)

27. Aligning MTSS implementation efforts with School Mission and School Improvement efforts.
    Level of confidence   (low) 1   2   3   4   5 (high)
    Level of proficiency   (low) 1   2   3   4   5 (high)

28. Implementing evidence based instructional strategies in all classrooms.
    Level of confidence   (low) 1   2   3   4   5 (high)
    Level of proficiency   (low) 1   2   3   4   5 (high)

29. Implementing evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.
    Level of confidence   (low) 1   2   3   4   5 (high)
    Level of proficiency   (low) 1   2   3   4   5 (high)

30. Collecting building-level information on student outcomes.
    - SWIS (student behavioral data system) or like system
    - Curriculum-Based Measures (DIBELS Data System DIBELSnext, or AIMSweb)

- State mandated assessments (Mont CAS)
- CBM or MAPS
- My Voice or like student climate survey

Level of confidence   (low) 1   2   3   4   5 (high)
Level of proficiency   (low) 1   2   3   4   5 (high)

31. Collecting building-level information on fidelity of implementation.
    - PBIS Program Quality Measures on PBIS Assessment (BoQ, BAT, SET, ISSET)
    - RtI Implementation Survey

Level of confidence   (low) 1   2   3   4   5 (high)
Level of proficiency   (low) 1   2   3   4   5 (high)

32. Collecting building-level information on program quality to support implementation.
    - SSBD
    - Math and Reading Benchmarking
    - Curriculum Inventory and Gap Analysis
    - Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B

Level of confidence   (low) 1   2   3   4   5 (high)
Level of proficiency   (low) 1   2   3   4   5 (high)

33. Knowledge and confidence in interpretation and use of the data

Level of confidence   (low) 1   2   3   4   5 (high)
Level of proficiency   (low) 1   2   3   4   5 (high)

34. Implementing core concepts learned through trainings and work groups.

Level of confidence   (low) 1   2   3   4   5 (high)
Level of proficiency   (low) 1   2   3   4   5 (high)

35. Promoting community and family awareness and participation of MTSS implementation

Level of confidence   (low) 1   2   3   4   5 (high)
Level of proficiency   (low) 1   2   3   4   5 (high)

36. Working smarter not harder by braiding academic and behavioral problem solving and interventions.

Level of confidence   (low) 1   2   3   4   5 (high)
Level of proficiency   (low) 1   2   3   4   5 (high)

Attachment Z: Material Survey 2015

MTSS Materials Survey for Project REAL
Completed by the MTSS Facilitator(s) for the Building
SPDG Grant Performance Measures: 1.1a, 1.1b, 1.1c

School Climate Survey (My Voice School or similar climate survey)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Student Office Referral Data Management (SWIS or like system to problem solve)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Student Data Management System for Tier 2 interventions (CICO/SWIS or like system)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Student Data Management System for Tier 3 interventions (ISIS/SWIS or like system)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

TIPS (Team Initiated Problem Solving) Model
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Family Engagement Checklist
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)

Clear   (low)   1   2   3   4   5   (high)

Benchmarks of Quality (BoQ)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful   (low)   1   2   3   4   5   (high)
Relevant   (low)   1   2   3   4   5   (high)
Clear   (low)   1   2   3   4   5   (high)

Benchmarks of Advanced Tiers (BAT)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful   (low)   1   2   3   4   5   (high)
Relevant   (low)   1   2   3   4   5   (high)
Clear   (low)   1   2   3   4   5   (high)

Systems Evaluation Tool (SET)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful   (low)   1   2   3   4   5   (high)
Relevant   (low)   1   2   3   4   5   (high)
Clear   (low)   1   2   3   4   5   (high)

Individual Student Systems Evaluation Tool (ISSET)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful   (low)   1   2   3   4   5   (high)
Relevant   (low)   1   2   3   4   5   (high)
Clear   (low)   1   2   3   4   5   (high)

RtI Level of Implementation Survey—online (used by MTSS Consultant)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful   (low)   1   2   3   4   5   (high)
Relevant   (low)   1   2   3   4   5   (high)
Clear   (low)   1   2   3   4   5   (high)

Parent School Engagement Survey
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful   (low)   1   2   3   4   5   (high)
Relevant   (low)   1   2   3   4   5   (high)
Clear   (low)   1   2   3   4   5   (high)

Reading Benchmarks (DIBELS, AIMSWeb, MAPS, DIBELSnext, or other CBM tools)
Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5	(high)
Relevant	(low)	1	2	3	4	5	(high)
Clear	(low)	1	2	3	4	5	(high)

MTSS Essential Components Rubric and Worksheet

Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5	(high)
Relevant	(low)	1	2	3	4	5	(high)
Clear	(low)	1	2	3	4	5	(high)

Systematic Screener of Behavioral Disorders (SSBD)

Do you use?   Yes__ No__   If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5	(high)
Relevant	(low)	1	2	3	4	5	(high)
Clear	(low)	1	2	3	4	5	(high)

Attachment AA: Revised Year 5 Facilitators Tool Strategy Survey

MTSS Technology-Based Tools and Strategies Survey – REVISED YEAR 5 FACILITATORS

Your School Name:_____

Indicate if you use the tool/strategy and if you do, how useful it is for your school's implementation of MTSS

Ratings are on a 4-point scale with 1 (not at all useful), 2, 3 and 4 (very useful)

ACADEMIC Tools	Used		IS THE TOOL/STRATEGY USEFUL?			
	YES	NO	Not at all	somewhat	yes	very
Benchmark Assessments READING (e.g. DIBELS, AIMSweb, MAPs, MAZE, Easy CBM, etc)			1	2	3	4
Benchmark Assessments MATH (e.g. AIMSweb, MAPs, SuccessMaker, Easy CBM, etc)			1	2	3	4
BEHAVIORAL Tools						
School-wide Information System (SWIS)			1	2	3	4
PBIS Assessments			1	2	3	4
MyVoice Climate Survey			1	2	3	4
Systematic Screen Behavior Disorder			1	2	3	4
TRAINING/MEETING STRATEGIES						
Training manuals (pdf) available online (e.g. SSBD; PBIS; RTI)			1	2	3	4
Training videos presented through MTSS professional development			1	2	3	4
Archived Workshops, Webinars, Training accessed through OPI website			1	2	3	4
Adobe Connect (Webinars)			1	2	3	4
Email			1	2	3	4
Conference Calls			1	2	3	4

<u>Attachment BB: Parent School Engagement Survey draft201 08 14</u>

Parent School Engagement Survey 01.08.14 OPI
Adapted from Muscott & Mann, 2004;
Epstein (2003) and Fullen (1991)

School:_____   **Date**:_____

Grades of children attending this school (check all that apply):

____K ____1 ____2____3____4____5____6____7____8____9____10____11____12
_____

Please rate the following statements by the extent to which you agree with the statement. If you don't have an answer for a statement, please check NA. Choose the number that best represents your opinion. Ratings are as follows:

1= strongly disagree   2=disagree 3=neutral 4= agree 5= strongly agree

Domain/Items	1	2	3	4	5	NA
Climate						
1. The school asks me how welcomed, valued, and satisfied I, as a parent, am in and with the school.						
2. The school makes me and my family feel welcomed and valued.						
3. School staff work together respectfully with me and my family.						
4. Parents, families and students from different backgrounds who receive various levels of academic and behavioral support from our school feel equally welcomed and valued.						
Parent Involvement in Learning Activities at Home						
5. The school asks my opinions regarding my involvement in learning activities at home.						
6. The school offers ideas or activities to me to support my child's learning at home.						
7. The school offers ideas or activities for diverse families to support their child's learning, including those children receiving different levels of academic and behavioral support.						
Communication with Parents/Families						

8. The school asks my opinion of how well they communicate with me.					
9. The school communicates with me in varied and helpful ways (e.g. by email, handouts, phone calls, conferences etc.)					
10. The school communicates with parents and families from different backgrounds whose children receive various levels of academic and behavioral support about important school/home matters, including discipline.					
Parent/Family Involvement at School (Volunteering, Assisting)					
11. The school asks my opinion about how I can support the school through my involvement.					
12. The school offers ways for me to support learning at school through volunteering and assisting.					
13. The school offers involvement opportunities to diverse parents and families to participate in volunteering and assisting.					
Parent/Family Involvement in Decision-Making					
14. The school asks my opinion about whether I am sufficiently encouraged to participate in decision-making committees and activities (e.g., leadership teams).					
15. The school encourages and supports my participation in decision-making committees and activities.					
16. The school includes diverse parents/families with children receiving various levels of support for academics and behavior in decision making committees and activities.					
17. The school asks my opinion about whether I am offered sufficient opportunities to provide input to school personnel about matters of importance, including discipline.					
18. The school gathers and incorporates mine and other parents' input about matters of importance, including discipline.					
19. The school gathers and incorporates all parents' input about matters of importance, including diverse parents/families with children receiving various levels of support for academics and behavior.					

We welcome your Comments and/or Suggestion

Attachment CC: MTSS Essential Components Integrity Rubric

MTSS Essential Components Integrity Rubric

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
EXPLORATION: Stage 1 *School is actively exploring and preparing for implementation of MTSS*				
MTSS overview	No evidence of attendance at MTSS overview	Some faculty have attended overview of MTSS	Administrator and all faculty have attended overview of MTSS	• Staff meeting minutes • PIR Day agenda
Consensus to adopt MTSS	No evidence of consensus	Less than 80% consensus achieved	80% or more consensus achieved	• Faculty survey • Online surveys (i.e. Poll.com) • Staff meeting or agenda
Administrative commitment of time and resources	Insufficient evidence of (1) scheduled meetings; (2) team development; (3) administrator presence	Only one condition is met (1) scheduled meetings; (2) team development; (3) administrator presence	All conditions are met (1) scheduled meetings; (2) team development; (3) administrator presence	• Calendar of scheduled meeting • Team meeting minutes
Leadership team	Insufficient evidence of any of the following (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment **(if available);** (4) structured meeting agenda	Only two conditions are met (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment **(if available)**; (4) structured meeting agenda	All conditions are met (1) representative team, (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment **(if available)**; (4) structured meeting agenda	• Team Flowchart • Meeting minutes/agenda

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
Administrator involvement	Insufficient evidence of regular attendance at Leadership Team meetings	Administrator attends less than 90% of Leadership Team meetings.	Administrator attends 100% of Leadership Team meetings.	• Team meeting minutes
Data management system	Neither of the following conditions is met: a system exists to collect, summarize, and use data for decision making for behavior and academics	Only one condition is met: a system exists to collect, summarize, and use data for decision making for behavior or academics	Both conditions are met: a system exists to collect, summarize, and use data for decision making for behavior <u>and</u> academics	• STAR • SWIS • AimsWeb
Action plan	Only one of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation	Only two of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation	All of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation	• District Action Plan • MTSS Action Plan with PD implications
Universal screening	Neither condition is not met for academics or behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)	Only one conditions is met for academics <u>and</u> behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)	Both conditions are met for academics and behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)	• Calendar of scheduled screening dates • Data triangles for academic and behavior • Document of cut points/decisions for all three areas

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
Decision making process *Problem Solving Process and/or Standard Protocol used in conjunction with data cut points and/or benchmarks*	Mechanism for making decisions about the participation of students in the prevention levels meets no more than one of the following criteria: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	Mechanism for making decisions about the participation of students in the prevention levels meets two of the following criteria for behavior <u>and</u> academics: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	Mechanism for making decisions about the participation of students in the prevention levels meets all of the following criteria for behavior <u>and</u> academics: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	• Grade Level Meeting Form • MTSS Problem-Solving Model • 6 Step Problem-Solving Model • Pathways • Tier II Flowchart
IMPLEMENTATION: Stage 2 *Structural supports necessary to initiate MTSS are in place.*				
Standards based curriculum	Neither condition is met for instructional curriculum materials: (1) aligned with content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)	Only one condition is met for instructional curriculum materials: (1) aligned with content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)	Both conditions are met for instructional curriculum materials: (1) aligned with content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)	• Skill Builder with Scope & Sequence; • Walk-through • Curricular fidelity checks • Curriculum Map • Curricular Rubric • Includes behavior lesson plans and schedule • Professional Development Plan
Instruction	Neither condition is met: (1) most or all teachers differentiate instruction; (2) teachers use students' assessment data to	Only one condition is met: (1) most or all teachers differentiate instruction; (2) teachers use students' assessment data to	Both conditions are met: (1) most or all teachers differentiate instruction; (2) teachers use students' assessment data to	• Walk-throughs • Self-Checks • Peer Observations

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	identify the needs of students	identify the needs of students	identify the needs of students	
Progress monitoring	Neither condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	Only one condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	Both conditions are met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	• Data Sheets • SWIS reports • Meeting minutes • Agendas • Students Files • End of Unit tests
Data based determination to responsiveness to Tier I core Instruction	Neither condition is met for academics or behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status; (2) these decision making criteria are implemented accurately	Only one condition is met for academics and behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status; (2) these decision making criteria are implemented accurately	Both conditions are met for academics and behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status; (2) these decision making criteria are implemented accurately	• Graphs or reports • TIPS Problem Solving Process • Meeting Minutes
Implementation fidelity at Tier I	Neither conditions is met for behavior or academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Only one condition for behavior and academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Both conditions for behavior and academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	• Curricular fidelity checks • District alignment to content standards • SET report • Self-checks • Walk-throughs

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
Communications with and involvement of parents	No conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	At least one condition is met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	All conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	• District/ School Website • Informational brochures • MTSS Overview at Open House • Student Handbook • Parent Focus Groups • Documentation of parent contact for intervention placement and progress • Standards based report cards
IMPLEMENTATION: Stage 3 (all of stage 1, stage 2, and the following) *School is actively engaged in implementing and supporting MTSS.*				
Data based determination to responsiveness to intervention at Tier II strategic and Tier III intensive	Neither condition is met for academics or behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of strategic level prevention; (2) these decision making criteria	Only one condition is met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of strategic level prevention; (2) these decision making criteria	Both conditions are met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of strategic level prevention; (2) these decision making criteria	• Reports or graphs • Meeting minutes with problem solving process • Data sheets

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	are implemented accurately	are implemented accurately	are implemented accurately	
Evidence based Tier II strategic interventions	Neither condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction	Only one condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction	Both conditions are met: (1) All Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction	• HOT Lunch (After School help with homework • Access class to pre-teach and re-teach • CICO • S/AIG • Check & Connect
Implementation fidelity at Tier II strategic interventions	Neither condition is met for behavior or academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Only one condition for behavior and academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Both conditions for behavior and academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	• BAT scores • Self-Checks • Walk-throughs • CICO Fidelity of Implementation
Evidence based Tier III intensive Interventions	None of the conditions are met: (1) Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III intervention are based on a valid functional assessment; (3) Intervention is linked to function of behavior (4) Tier III strategies complement	Only two conditions are met: (1) Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III intervention are based on a valid functional assessment; (3) Intervention is linked to function of behavior (4) Tier III strategies complement	All conditions are met: (1) Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III interventions are based on a valid functional assessment; (3) Intervention is linked to function of behavior (4) Tier III strategies complement and	• Diagnostic Assessment • FBA-BIP

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	and support Tier I core Instruction	and support Tier I core Instruction	support Tier I core Instruction	
Implementation fidelity at Tier III intensive interventions	Neither condition is met for behavior or academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction	Only one condition for behavior and academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction	Both conditions for behavior and academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction	• ISSET report • Curricular Fidelity Checks • Self-Checks • Walk-throughs • Individual intervention plans (BIP) should have fidelity measures written in to them.
Professional development	None of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff	Two of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff	All of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff	• Professional Development Plan • MTSS Checklist

IMPLEMENTATION: Stage 4 (all of stage 1, stage 2, stage 3, and the following)
MTSS is fully operational and used with all students, and all of the other realities of "doing school" with MTSS are being managed.

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
Relationship to primary	Neither condition is met: (1) decisions regarding student participation in strategic and intensive levels of prevention are made on a case-by-case	Only one condition is met: (1) decisions regarding student participation in strategic and intensive levels of prevention are made on a case-by-case	Both conditions are met: (1) decisions regarding student participation in strategic and intensive levels of prevention are made on a case-by-case	• Individual Student Plan • Tier II and/or Tier III meeting minutes

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for students	basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for students	basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for students	
Culturally and Linguistically Responsive	Core instruction, strategic and intensive interventions do not account for cultural, linguistic, and socioeconomic factors	Core instruction, strategic and intensive level interventions strive to consider cultural, linguistic, and socioeconomic factors, but some areas need improvement	Core instruction, strategic and intensive level interventions reflect cultural, linguistic, and socioeconomic factors	• Documentation of Indian Education For All included in instruction at all three tiers
Student outcomes	Insufficient evidence of any of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	Criteria is met for behavior and academics for two of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	Criteria is met for behavior and academics for all of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	• School-wide Graphs or reports • Systems/Intervention Tracking Tool • Student Progress Data Template

SUSTAINABILITY: Stage 5 (all of stage 1, stage 2, stage 3, stage 4, and the following)
School/District ensures the continued use and effectiveness of MTSS implementation.

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
Leadership	Decisions, actions and policies by school and district leaders undermine the effectiveness of the essential components of	Decisions, actions, and policies by school and district leaders are inconsistent and only somewhat supportive of the essentials components of the	Decisions, actions, and policies by school and district proactively support the essentials components of the MTSS framework to	• MTSS Handbook • Professional Development Plan

Essential Component	Novice	Nearing Proficient	Proficient	Evidence
	the MTSS framework at the school	MTSS framework at the school	make the process more effective	
Staff Qualifications	Staff responsible for providing Tier II strategic and Tier III intensive interventions have not been adequately trained for their responsibilities	Some of the staff responsible for providing Tier II strategic and Tier III intensive interventions have been fully trained on MTSS, on evidence-based interventions, and ongoing professional development is available as needed	All of the staff responsible for providing Tier II strategic and Tier III intensive interventions has been fully trained on MTSS, on evidence-based interventions, and ongoing professional development is available as needed.	• Scheduled PIR days support of implementation of MTSS • Agenda or documentation of Para training in Tier I instruction and Tier II and III interventions • CSPD/ RESA trainings attendance documentation • Web-based courses attendance documentation
Policy	MTSS process and critical features of progress monitoring and interventions are not codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school policies and procedures	Some evidence exists that MTSS process and critical features of progress monitoring and interventions are partially codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school policies and procedures	MTSS process and critical features of progress monitoring and interventions are fully codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school policies and procedures	• MTSS Handbook • School/District Website contains MTSS Documents • School Improvement Plan

Attachment DD: MTSS Essential Components Integrity Worksheet

MTSS Essential Components Integrity Worksheet

School _____   Date _____

District _____   Interviewer _____

Persons Interviewed _____   Grades of Student Population Pre-K   K   1   2   3   4   5   6   7   8

_____   9   10   11   12

> The MTSS Essential Components Integrity Rubric and the MTSS Essential Components Integrity Worksheet are for use by individuals responsible for monitoring the school-level fidelity of Multiple Tiered Systems of Support (MTSS) implementation. They may also be used by schools for self-appraisal; however, they were not designed for compliance monitoring and should not be used for this purpose.
>
> The rubric and worksheet are designed to be used with the Montana MTSS Technical Assistance Milestones to conduct a needs assessment and develop a plan for professional development and technical assistance.

Instructions: The purpose of this worksheet is to provide a framework for collecting relevant information and for recording a school's ratings on various items related to MTSS implementation. Descriptions of ratings for each item are provided on the MTSS Essential Elements Integrity Rubric.

Information about school-level implementation should be collected through interviews with school personnel (sample interview questions and indicators of implementation are provided) and through observations and document review. After all of the information has been collected, use your notes and the MTSS Essential Components Integrity Rubric to rate the school on each item. The Rubric provides a 3-level rating scale and descriptions of practices that would result in a score of Novice, Nearing Proficient and Proficient.

Areas that indicate implementation at the Novice or Nearing Proficient level should be addressed in the Action Planning process.

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Exploration: Stage 1 *(School is actively exploring implementation of MTSS)*			
MTSS Overview	Who presented an overview of MTSS to the faculty? When was the overview presented? What materials or resources were used to present the overview to the faculty?	☐ Date of overview provided ☐ MT MTSS ppt. used to provide overview ☐ All staff received overview ☐ Only team and administrator received overview ☐ Overview has not been presented	☐ Novice ☐ Nearing Proficient ☐ Proficient

Consensus	Is there consensus among the faculty/staff to adopt MTSS?
	 How have you measured consensus?
	 What process did you go through to achieve consensus?
	 What percent of staff support adoption?
		Consensus is reached when all stakeholders agree to the following:
		    "I agree with this decision." Or "Although this decision may not be my first choice, I can live with it."
		    "I will publicly support this decision."
		    "I will do my part to implement the decision."
			☐ Novice
			
			 ☐ Nearing Proficient
			
			 ☐ Proficient

Administrative Commitment	To what extent is implementation of MTSS a priority? Does your school have designated and protected times for the MTSS Leadership team and/or grade level teams to meet? What percent of administrator time is designated to the implementation of MTSS?	☐ Calendar of leadership team meetings established ☐ Evidence that meeting time is a priority and protected ☐ Budget established to support implementation	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementation: Stage 2 *(Structural supports necessary to initiate MTSS are put in place.)*			

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Leadership Team	Are all grades and departments represented on the team? How often does your team meet? Is the meeting time protected on the annual calendar? Do you record and maintain minutes for each meeting?	☐ Team is representative of grade levels/departments ☐ Team member roles are established ☐ A predictable meeting schedule is established ☐ Standard agenda format includes items for screening, instructional planning, progress monitoring, evaluating outcome decisions (*review copies of completed agendas) ☐ Meeting and action plans are thorough and accurate (*review copies)	☐ Novice ☐ Nearing Proficient ☐ Proficient
Administrator Involvement	How often does the administrator attend the Leadership Team meetings?	☐ Administrator attends all meetings ☐ Administrator attends most meetings ☐ Administrator attendance is sporadic ☐ Administrator does not attend meetings	☐ Novice ☐ Nearing Proficient ☐ Proficient
Universal Screening	What screening measures do you use for reading? What screening measures do you use for math? What screening measures do you use for behavior? Are all students screened at the beginning of the school year? Do you conduct screening throughout the year? How many times? Is a well-defined cut score used to identify students at risk? What is that cut score? Do you conduct a follow-up assessment to ensure the results of the initial screening are accurate? Describe the process for conducting the screening. To what extent is the process consistently followed?	☐ Benchmark assessment model established (e.g., DIBELS, Aimsweb, etc.) ☐ SSDB, ODR, BASC-2, or Early Warning System used for social/emotional screening ☐ Screening schedule established ☐ Benchmark data collected 3x per year	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Progress Monitoring Tools	What tools are used for progress monitoring? How many alternate forms of equal difficulty are available? Does your school have documentation that the tools have been shown to be valid, reliable, and accurate? Has the tool been validated for use with student populations similar to yours? Does the scoring manual or other information provided by the vendor provide benchmarks for acceptable growth?	☐ Progress monitoring tool is listed on the National Center on RTI review chart ☐ AimsWeb ☐ DIBELS ☐ MAPs ☐ MontCrt ☐ SSBD ☐ BASC-2 BESS ☐ Early Warning System ☐ SWIS	☐ Novice ☐ Nearing Proficient ☐ Proficient
Data Management System	Is all screening and progress monitoring data entered into a data base? Are data reports are summarized through visual presentation (i.e., graphs)? Are reports accessed easily to allow individual, classroom, grade level, and schoolwide analysis? Are current data available at each meeting?	☐ Graphed representation of benchmark assessments ☐ Graphed representation of ODR or behavior screening results ☐ Current data presented at each meeting ☐ Process for collecting, distributing and electronic storage of benchmarking data is clear and documented	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Decision Making Process	Describe how decisions are made to move students between levels. Who is involved in the decision making? What data are used to inform those decisions and how are they used? What criteria and guidelines are used to inform those decisions? To what extent are the screening, progress monitoring and other assessment data used to inform instruction as all levels, including core instruction?	☐ Stand problem solving protocol used (e.g., Six-step Problem Solving model, TIPS) ☐ Benchmarks and cut points established ☐ Pathways developed with criteria built from decision rules for all content and behavior areas	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Action Plan	Do you have a current action plan? How often do you review the action plan?	☐ A written action plan exists that includes implementation action steps, person responsible, and projected completion date. ☐ Documentation exists to indicate Action Plan is reviewed 3x per year ☐ Action Plan includes professional development to support implementation (e.g., schoolwide screening, progress monitoring, evidence based interventions, differential instruction) ☐ Action plans items map to SAS, curriculum inventory, SET and/or BoQ (see #2 MTSS TA Milestones)	☐ Novice ☐ Nearing Proficient ☐ Proficient

Implementation: Stage 3 *(School is actively engaged in implementing and supporting MTSS)*

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Research Based Curriculum	What core reading curriculum do you use? What core math curriculum do you use? When you selected the core instructional materials, how much attention was paid to the evidence from the vendor regarding the effectiveness of the materials when used with fidelity? Does your school have a practice of maintaining documentation from the vendor about the evidence of effectiveness when used with fidelity? Is your curriculum on the matrix of evidence based curriculums developed by the MTSS staff? Do you have schoolwide behavior expectations? Have you developed a Schoolwide Setting Behavior Expectation Matrix? Do teachers follow a predetermined schedule using written lesson plans to teach schoolwide behavior expectations?	☐ Evidence based curriculum in place for reading ☐ Evidence based curriculum in place for math ☐ Schoolwide behavior expectations and settings matrix exists ☐ Written lesson plans and instructional schedule exist for teacher schoolwide behavior expectations.	☐ Novice ☐ Nearing Proficient ☐ Proficient
Instruction	To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs? To what extent do teachers use an instructional hierarchy and corresponding instructional activities (i.e., acquisition phase, fluency phase, generalization phase, and application phase)? How consistent is this effort among teaching staff?	☐ Teachers use assessment data to identify student instructional level ☐ Teachers differentiate instruction to accommodate student instructional level	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Monitoring Progress	How frequently do you conduct progress monitoring at Tier 1; Tier 2; Tier 3? How is assessment scheduled? What procedures are in place to ensure accuracy?	☐ Documentation of progress monitoring at Tier 1 = 3x per year ☐ Documentation of progress monitoring at Tier 2 = Monthly ☐ Documentation of progress monitoring at Tier 3 = Weekly	☐ Novice ☐ Nearing Proficient ☐ Proficient
Data Determination to RTI at Tier 2 and Tier 3	Are graphs used to determine a student's response to intervention? Are decisions about whether or not a student is responding to intervention based on progress monitoring? Are the decisions made based on the slope of a student's progress or on the student's final status at the end of the intervention? Are criteria implemented accurately and consistently?	☐ Evidence of data review that incorporates graphing conventions (x and y axes, baseline, intervention phase, goal line, intervention data points), goal setting and trendline analysis. (e.g. DIBELS, AimsWeb, ISIS) ☐ Documentation of decision rules/cut points applied consistently	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementation Fidelity Tier 1	Is the core curriculum delivered with fidelity? If so, what evidence indicates this? Are there procedures in place to monitor the fidelity	☐ Evidence of partner checks, checklist ☐ Evidence of scheduled and documented walk-throughs, observations and fidelity checks ☐ Classroom Check-up ☐ SET scores at or above 80/80	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Evidence Based Tier 2 Interventions	What programs / procedures does your school use for secondary interventions? What process do you use to match students to the correct intervention? Have these programs demonstrated efficacy with the target population (e.g., has research shown that the interventions positively impact student achievement)?	☐ Tier 2 strategies are research-based ☐ Tier 2 strategies complement core and support core instruction	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementation Fidelity Tier 2	Are procedures in place to monitor the fidelity of implementation of the secondary level interventions? If so, please describe. Does the evidence indicate that the intervention is implemented with fidelity?	☐ Evidence of fidelity checklists ☐ Evidence that interventionists have been trained in intervention and have skills and resources to implement ☐ BAT score at or above 70%	☐ Novice ☐ Nearing Proficient ☐ Proficient
Evidence Based Tier 3 Interventions	What evidence-based instructional practices are used at the tertiary level of intervention? Are the tertiary interventions more intense than the secondary level intervention? How are	☐ Tier 3 interventions are evidence based standard protocols or based ☐ OR evidence of individualized progress monitoring ☐ Behavior interventions based on valid functional assessment and address the function of the behavior	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementation Fidelity Tier 3	Are procedures in place to monitor the fidelity of implementation of the tertiary level interventions? How do you ensure that the individualized instruction at the tertiary level includes evidence-based instructional practices?	☐ Evidence of direct observation, self-report, and examination of permanent products to assess fidelity of intervention implementation ☐ ISSET	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Professional Development	How does your school determine what professional development would improve practice? Does your action plan incorporate identified professional development needs? How is professional development provided? Do the teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice? What percentage of the teaching staff participates?	☐ Action plan incorporates professional development that addresses gaps identified by the Montana MTSS Technical Assistance Milestones ☐ Action plan incorporates professional development on instruction and/or intervention implementation ☐ Schedules and permanent products provide evidence of ongoing professional development related to MTSS	☐ Novice ☐ Nearing Proficient ☐ Proficient
Communication with and Involvement of Parents	How do you communicate the essential components of MTSS to parents/family? How are parents updated on parents on the progress of children who are receiving Tier 2 and Tier 3 interventions? How do you involve parents in the decision making regarding participation of their child across the Tiers?	☐ Documentation of parent information on essential components of MTSS ☐ Documentation of parent report process and cycle for student receiving Tier 2 and Tier 3 intervention ☐ Documentation of procedures to involve parents in decision making process. ☐ Documentation of parent participation of student receiving Tier 2 and Tier 3 interventions	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementation: Stage 4 *(MTSS is fully operational and used with all students, and all of the other realities of "doing school" with MTSS are being managed.)*			

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Relationship to Primary	Are Tier 2 and Tier 3 interventions always implemented as a supplement to the core curriculum, or do they replace the core for some students? How do you decide if a student receiving Tier 2 or Tier 3 intervention should remain in primary prevention? How do you ensure meaningful connections exist between advanced tiers intervention and the core curriculum?	☐ Documentation that decisions are made on a case-by-case basis ☐ Documentation that Tier 3 interventions address core curriculum in appropriate manner for student	☐ Novice ☐ Nearing Proficient ☐ Proficient
Student Outcomes	What percent of your enrollment receives only core instruction? What percent of your enrollment receives Tier 2 intervention? What percent of your enrollment receives Tier 3 intervention? Have students been able to move from advanced Tiers back to core instruction this year?	☐ Documentation increased percentage of students meeting benchmarks at Tier 1 ☐ Documentation of improved slope of academic growth for individual students and targeted group when monitored with rate-based measure at Tier 2 level. ☐ Documentation of improved slope of academic skills for individual students at Tier 3 ☐ Documentation of reduction in office referrals at Tier 1 ☐ Documentation of a decrease in minors and majors for students at Tier 2 ☐ Documentation of a decrease in minors and majors for students at Tier 3 ☐ Documentation of a reduction in number of students requiring Tier 2 academic and behavior intervention ☐ Documentation of a reduction in number of students requiring Tier 3 academic and behavior intervention	☐ Novice ☐ Nearing Proficient ☐ Proficient
Sustainability: Stage 5 *(School/District ensures the continued use and effectiveness of MTSS implementation)*			

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Leadership	To what extend is the district aware of the MTSS framework at your school? To what extent do the actions taken and decisions made by district administrators improve the effectiveness of MTSS at your school? To what extent do the actions taken and decisions made by the building administrators improve the effectiveness of MTSS at your school? Does your school have a designated person to oversee and manage MTSS implementation? If yes, what percentage of that person's time is devoted to overseeing and managing MTSS?	☐ Documentation that shows District actions support MTSS implementation (e.g., scheduled training, release time, budget support) ☐ Evidence of FTE dedicated to management of MTSS at district level ☐ Evidence of FTE dedicated to management of MTSS at school level	☐ Novice ☐ Nearing Proficient ☐ Proficient
Staff Qualifications	Describe the training and qualifications for staff who provide secondary and tertiary interventions. What ongoing professional development is available to staff who provide secondary and tertiary interventions What ongoing professional development is available to new staff on the MTSS process?	☐ Evidence of training on Tier 2 and Tier 3 interventions ☐ Scheduled professional development days to support implementation (e.g. progress monitoring, effective teaching, intervention fidelity)	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Policy	How much of the MTSS process has been incorporated in the school procedures handbook?	☐ MTSS handbook has been developed that includes samples of forms, inventories, maps, fidelity checks, glossary, etc. ☐ Documentation that critical features of progress monitoring are codified and incorporated in School Handbook ☐ Documentation that critical features of office referral procedures are codified and incorporated in School Handbook ☐ Documentation that cut points and data decision process is codified and incorporated in School Handbook	☐ Novice ☐ Nearing Proficient ☐ Proficient

<u>**Attachment EE: Montana MTSS Technical Assistance Milestones draft**</u>
Montana MTSS Technical Assistance Milestones

Milestone		Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
#1 Overview & Commitment						
	Academic	Blended Overview	Facilitated discussion to guide consensus and firm commitment to dedicate resources and time	Principal Team Staff	**Exploration** • Overview • Consensus • Administrator Commitment	
	Behavior					
#2 Needs Assessment						
	Academic	*Gap Analysis Interview Curriculum Inventory Data Audit Tool Horizontal and Vertical Alignment	Guidance on using Evidence Based Curriculum Matrix and decision making based on baseline conditions in data audit tool	Principal Team		
	Behavior	*Gap Analysis Interview Self-assessment Survey (SAS); School Climate Survey (SSS, District Survey, or My Voice)	Conduct SET or BOQ			
# 3 Develop TA Plan						
	Academic	Develop action plan that includes (a) Academic Goals, (b) Behavior Goals, and (c) Capacity Building / Systems Goals	Guidance on setting goals based on needs assessment. Feedback and revision of Action Plan	Principal Team Behavior Specialists (CSCT)	**Implementation Stage 2** Action Plan	
	Behavior					
#4 Team Structure						

Milestone	Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
Academic	Training on team membership, roles, agenda content and development, effective meetings, scheduling	Guidance on agenda development and format; establishing consistent meeting schedule. Attend team meetings to guide process as frequently as possible	Principal Team	**Implementation Stage 2:** • Leadership Team • Administrator Involvement	
Behavior					
#5 Screening					
Academic	Aims Web DIBELS MAPs Mont Crt	Guidance and assistance organizing the screening process, analysis and use of screening data	Principal Team	**Implementation Stage 2** • Universal Screening • Progress Monitoring Tools	
Behavior	SSBD ODR SWIS *BASC-2 BESS *Direct Behavior Rating *Early Warning System *options for high school				
#6 Data Management and Progress Monitoring					
Academic	Selecting progress monitoring measures, mastery measures (MM); general outcome measures (GOM); frequency, goal setting based on data; growth rates; graphing; trendline analysis; decision rules to determine responsiveness to Tier 2 and Tier 3	Guidance and facilitated support for accountability for data entry, analysis, and document preparation for meetings.	Principal Team	**Implementation Stage 2** • Progress Monitoring Tools • Data Management System • Implementation Stage • Monitoring Progress	

Milestone	Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
Behavior	SWIS ISIS Use of ODR for screening and progress monitoring; establishing cut scores and decision rules to determine responsiveness to Tier 2 and Tier 3 interventions				
#7 Problem Solving Process					
Academic	Montana MTSS Six Step Problem Solving Process	Guidance and facilitated support using the Montana Six Step Process	Principal Team CSCT	**Implementation Stage 2** • Decision Making Process	
Behavior					
#8 Core Instructional Strategies					
Academic	Effective Instruction Differentiation Evidence Based Reading Strategies and Math Matrix IEFA	Communicate and demonstrate researched-based instructional practices that result in increased student performance	Principal Team Staff	**Implementation Stage 3** • Research Based Curriculum • Instruction	
Behavior	8 Evidence Based Classroom Management Strategies Classroom Check-up				
#9 Diagnostic Assessment and Error Analysis					
Academic	Training in use of diagnostic assessment and error analysis to inform instructional planning for students who have not	Guidance in accurate assessment and analysis	Principal Team School Psychologist CSCT	**Implementation Stage 3** • Data determination to response to intervention at Tier 2 and Tier 3	

Milestone	Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
	responded to core instruction			• Evidence based Tier 2 interventions	
Behavior	Training on Functional Behavior Assessment	Support and guidance on process and completion of accurate functional assessment		• Evidence based Tier 3 interventions	
#10 Secondary Interventions					
Academic	Intervention linked to stages of learning: acquisition, fluency building, capitalization and adaptation Exploring B3	Guidance on selecting and refining secondary interventions; Support in examining data from secondary reading and math programs to determine effectiveness		**Implementation Stage 3** • Data determination to response to intervention • Evidence Based Tier 2 Interventions • Implementation Fidelity of Tier 2 Interventions	
Behavior	CICO Check & Connect Classroom Check-up	Support in looking at CICO and/or Check & Connect data to determine effectiveness; guidance in planning for improvement and modification of CICO/Check and Connect and consideration of additional secondary supports	Principal Team School Psychologist CSCT		
#11 Designing Intensive/Tertiary Interventions					
Academic	Training on designing intensive interventions in reading and math Exploring B3 Applied Single Case Design	Guidance designing intensive interventions; facilitated discussion on scheduling, goal setting for individual students, progress	Principal Team Reading & Math Specialists Special Education teachers,	**Implementation Stage 3** • Data determination to response to intervention • Evidence Based Tier 3 Interventions	

Milestone	Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
		monitoring, examination of growth rates	School psychologists, social workers, CSCT	• Implementation Fidelity of Tier 3 Interventions	
Behavior	Training on building a function based behavior plan	Support for beginning function-based behavior plans			
#12 Delivering Intensive/Tertiary Interventions					
Academic		Guidance and support on implementation, progress monitoring, fidelity checks, and examining response to intervention.	Principal Team Reading and Math Specialists, Special Education Teachers, School psychologists, social workers, CSCT	**Implementation Stage 3** • Data determination to response to intervention • Evidence Based Tier 3 Interventions • Implementation Fidelity of Tier 3 Interventions	
Behavior	Booster as needed				
# 13 Participation of Students with Low Incidence and/or Intensive Needs in All Settings					

Milestone	Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
Academic And Behavior	Training on participation in core curriculum for students with intensive needs (behavior and academics)	Guidance on supporting general education teachers when working with students with intensive needs; Continued support for implementation of intensive interventions	Principal Team Reading and Math Specialists Resource teachers, general education teachers, School psychologist CSCT	**Implementation Stage 4** • Relationship to Primary • Student Outcomes	
#14 Re-visit TA Plan with MTSS Consultant					
Academic	Revisit Year One TA plan Determine additional training needed	Review Milestone Completion and MTSS Integrity Rubric and Professional Development Guidance Tool	Principal Team		
Behavior	Begin planning for capacity building and expansion Develop Year Two TA plan				

Attachment FF: TIPS II Meeting Minutes Master

TIPS Meeting Minutes form for:

	Date	Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

Today's Agenda Items		Future Agenda Items	
01.	Review Agenda	01.	
02.	Data Analyst Report	02.	
03.	Problem Solving and Action Planning	03.	
04.	General Administrative Issues	04.	
05.	Reports to other teams/staff/families/website	05.	

Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)

Evaluation of Team Meeting (Mark your ratings with an "X")

Our Rating		
Yes	So-So	No
1. Was today's meeting a good use of our time?		
2. In general, did we do a good job of *__tracking__* whether we're completing the tasks we agreed on at previous meetings?		
3. In general, have we done a good job of actually *__completing__* the tasks we agreed on at previous meetings?		
4. In general, are the completed tasks having the *__desired effects__* on student behavior?		

If some of our ratings are "So-So" or "No," what can we do to improve things?

Facilitator Responsibilities

1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
   a) Do we have a problem?
   b) What is the precise nature of the problem?
   c) Why does the problem exist, and what can we do about it?
   d) For problems with existing solution actions
      i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
      ii) What will we do to improve implementation of our solution actions?
      iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?

Data Analyst Responsibilities

1) *Before* meeting (items a-c to appear in written Data Analyst's Report)
   a) Describes *potential new problems* with precision (What, Who, Where, When, Why)
   b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
   c) Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
   d) Distributes Data Analyst's Report to team members
   e) Asks Facilitator to add potential new problems to agenda for meeting
2) *At* meeting
   a) Leads discussion of potential new problems
   b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)

Minute Taker Responsibilities

Team Member Responsibilities

1) *Before* meeting
   a) Collects agenda items from Facilitator
   b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
   c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
2) *At* meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
3) Is active participant in meeting
4) *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

1) *Before* meeting, recommends agenda items to Facilitator
2) *At* meeting, responds to agenda items and
   a) Analyzes/interprets data; determines whether a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
      i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?
      i) Suggests how implementation of solution actions could be improved
      ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?

TIPS II Training Manual (2013). Meeting Minute Form
www.uoecs.org

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

JUL 1 8 2013

Ms. Julia Dilly
Assistant Superintendent of Operations
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

RECEIVED

JUL 2 5 201

**SUPERINTENDENT
OF PUBLIC INSTRUCTIO**

Reference: Agreement No. 2013-117

Dear Ms. Dilly:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

> U.S. Department of Education
> OCFO / FIPAO / ICG
> Attention: David Gause, Rm. 6044
> 550 12th Street, SW
> Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact David Gause at (202) 245-8032 or David.Gause@ed.gov.

The agreement establishes a predetermined indirect cost rate through June 30, 2016. If your agency continues to receive federal funding, the next indirect cost rate proposal should be sent to the federal agency that provides the majority of direct federal awards. The proposal should be submitted by December 31, 2015.

Denise Joneau
Dennis Parman .
Nancy Coopersmith
Steve York
Julia Dilly

Enclosures

CFF 201

Sincerely,

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Date: JUL 1 8 2013

Agreement No: 2013-117

Filing Reference: Replaces previous
Agreement No. 2010-120
Dated: 6/8/2010

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

Type	From	To	Rate	Base	Applicable To
Predetermined	07/01/2013	06/30/2016	15.7%	MTDC	Unrestricted
Predetermined	07/01/2013	06/30/2016	15.2%	MTDC	Restricted

Distribution Base:

MTDC   Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above $25,000 (each award; each year).

Applicable To:

Unrestricted   Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted   Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), terminal leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $5,000.

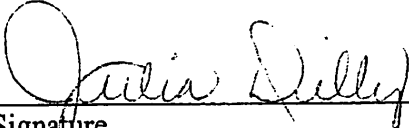## Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

_____
Signature

Julia Dilly
_____
Name

Assistant Superintendent, Operations
_____
Title

7/29/13
_____
Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

_____
Signature

Mary Gougisha
_____
Name

Director, Indirect Cost Group
_____
Title

JUL 1 1 2013
_____
Date

Negotiator: David Gause
Telephone Number: (202) 245-8032

ORGANIZATION: Montana Office of Public Instruction   Page 3